

61st CONGRESS }  
2d Session }

HOUSE OF REPRESENTATIVES

{ DOCUMENT  
{ No. 110

ANNUAL REPORT OF THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA  
YEAR ENDED JUNE 30, 1909

Vol. IV  
REPORT OF THE BOARD  
OF EDUCATION



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1911



## REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

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*To the Commissioners of the District of Columbia:*

The membership of the board of education underwent no change during the year ending June 30, 1909. The three members whose terms had expired, Mr. W. V. Cox, Mrs. Mary Church Terrell, and Mr. James F. Oyster, were reappointed and duly qualified. On July 8, 1908, the organization was effected by the election of Mr. Oyster as president and Mr. Cox as vice president.

Throughout the year the board has continued its insistent advocacy of more and better school buildings of modern construction with provision for suitable and sufficient play space. As a result of these efforts it is a pleasure to report the completion and use of 5 new schoolhouses. Two are 16-room buildings, the Henry D. Cooke and the Lucretia Mott; one of 12 rooms, the Thos. F. Bryan; one of 8 rooms, the John P. Van Ness; and one of 4 rooms, the Deanwood. Of these, three are for white schools and two for colored. All are fine types of school architecture and are a marked advance over past local construction. In addition, 13 portable school buildings of one room each have been provided and were located at the most congested centers of attendance. These added facilities have permitted the giving up of a number of premises used as schools, the enforced rental of which has long been a source of deep regret. In order to render the buildings safer, a vast quantity of old and unserviceable furniture, the accumulations of years, stored in attics or basements, was condemned and removed to the District property yard for disposal.

By the aid of appropriations from Congress 18 school playgrounds have been equipped and maintained; and by means of generous contributions, obtained wholly through the efforts of the teachers and the children, the grounds, apparatus, and games were supervised during the summer by competent teachers.

By the provisions of the child-labor law, which went into effect July 1, 1908, the superintendent of schools is charged with the execution of the law, with the result that, as the law failed to provide for necessary clerical assistance, heavy obligations were imposed on



the superintendent and the several employees in the office of the board of education.

The board again presented its appeal to Congress invoking the passage of a teachers' retirement bill. This legislation is earnestly desired, "not as a charitable measure for the personal benefit of teachers, but as a matter of public policy for securing good service in educating the people's children."

JAMES F. OYSTER,  
*President Board of Education.*

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## SCHOOL CALENDAR.

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1909-1910.

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1909. School opened (beginning of the first half year): September 20.  
Thanksgiving holiday: Thursday and Friday, November 25 and 26.  
Christmas holiday: Friday, December 24, 1909, to Saturday, January 1, 1910,  
both inclusive.
1910. End of the first half year: Monday, January 31.  
Beginning of the second half year: Tuesday, February 1.  
Washington's Birthday: Tuesday, February 22.  
Easter holiday: Friday, March 25, to Friday, April 1, both inclusive.  
Memorial Day: Monday, May 30.  
Commencement exercises:  
Eastern High School, Friday afternoon, June 17.  
Washington Normal School No. 2, the M Street High School, and the  
Armstrong Manual Training School: Friday evening, June 17.  
Western High School: Monday afternoon, June 20.  
The Washington Business High School: Monday evening, June 20.  
Washington Normal School No. 1: Tuesday morning, June 21.  
McKinley Manual Training School: Tuesday afternoon, June 21.  
Central High School: Wednesday afternoon, June 22.

# BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1909-1910.

## MEMBERS.

Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
Mr. WILLIAM V. COX.....	Second National Bank.
Mrs. MARY CHURCH TERRELL.....	326 T Street NW.
Mrs. ELLEN SPENCER MUSSEY.....	1317 New York Avenue NW.
Mr. W. D. HOOVER.....	Fifteenth Street and New York Avenue NW.
Dr. BARTON W. EVERMANN.....	1425 Clifton Street NW.
Mrs. ELIZABETH HOEKE.....	336 C Street NW.
Mr. RICHARD R. HORNER.....	Stewart Building.
Dr. WILLIAM V. TUNNELL.....	Howard University.

## OFFICERS OF THE BOARD.

<i>President:</i> Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
<i>Vice president:</i> Mr. WILLIAM V. COX.....	Second National Bank.
<i>Secretary:</i> Mr. HARRY O. HINE.....	3204 Highland Avenue, Cleveland Park.

## CLERKS.

JOHN W. F. SMITH.....	816 Fourth Street NW.
RAYMOND O. WILMARTH.....	227 John Marshall Place NW.
ROBERT F. KERKAM.....	1429 Q Street NW.
Miss LURA C. RUGG.....	1813 Newton Street NW.

## STENOGRAPHERS.

Miss ADA H. BIRCH.....	1138 Twelfth Street NW.
N. C. SUSAN.....	2943 Tilden Street NW.

## MESSENGER.

L. MONROE.....	2110 Vermont Avenue NW.
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The stated meetings of the board are held on the second and fourth Wednesdays of each month.

## STANDING COMMITTEES.

- Ways and Means.*—Mr. COX, Mr. HOOVER, Dr. TUNNELL.  
*Elementary schools and night schools.*—Mrs. MUSSEY, Mr. HOOVER, Mr. OYSTER, Dr. EVERMANN, Dr. TUNNELL, Mrs. TERRELL.  
*Normal, high, and manual training.*—Dr. EVERMANN, Mr. HOOVER, Mr. HORNER, Mrs. HOEKE, Mrs. TERRELL.  
*Textbooks and supplies.*—Dr. EVERMANN, Mr. HOOVER, Mrs. HOEKE.  
*Inspection and disposal of unserviceable material.*—Dr. TUNNELL, Mr. OYSTER, Mrs. MUSSEY.  
*Eds, buildings, repairs, janitors, and sanitation.*—Mr. HOOVER, Mr. COX, Mr. OYSTER.

*Special schools.*—Mrs. MUSSEY, Mrs. HOEKE, Mr. HORNER.

*Water supply and drainage.*—Mr. HORNER, Dr. TUNNELL, Mrs. MUSSEY.

*Rules and by-laws.*—Mr. COX, Dr. TUNNELL, Mrs. MUSSEY.

*Military affairs and athletics.*—Mr. OYSTER, Mr. COX, Mr. HORNER.

*Playgrounds and school gardens.*—Mrs. HOEKE, Mrs. MUSSEY, Mrs. TERRELL, Dr. EVERMANN, Mr. HORNER.

*Libraries and lectures.*—Mrs. TERRELL, Mrs. HOEKE, Dr. EVERMANN.

#### SPECIAL COMMITTEES.

*Amendment of public act No. 254.*—Mrs. MUSSEY, Mr. COX, Dr. TUNNELL, Mr. HOOVER, Mr. OYSTER.

*Teachers' retirement.*—Mr. COX, Dr. EVERMANN, Mrs. HOEKE.

*Awards and prizes (Galt legacy prize and Daughters of the American Revolution).*—Mrs. MUSSEY, Mrs. HOEKE, Mrs. TERRELL.

#### OFFICE OF THE SUPERINTENDENT.

ALEXANDER T. STUART.....Superintendent of public schools.

PERCY M. HUGHES.....Assistant superintendent of public schools.

ROSCOE CONKLING BRUCE.....Assistant superintendent of public schools.

*Director of intermediate instruction,* STEPHEN E. KRAMER. Office, Franklin School; residence, 1318 S Street NW.

*Supervisor of manual training,* JOHN A. CHAMBERLAIN. Office, Franklin School; residence, 1502 Emerson Street NW.

#### FIRST DIVISION.

Supervising principal, BERNARD T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first Street NW.

No. of building.	Name.	Location.	Name of principal.
53	Addison, Henry.....	P Street, between Thirty-second and Thirty-third Streets NW.	Miss E. E. Darneille, 1521 Thirty-first Street NW.
25	Conduit Road.....	Conduit Road.....	<i>See</i> Reservoir.
68	Corcoran, Thomas....	Twenty-eighth Street, between M Street and Olive Avenue NW.	Miss M. F. Gore, 1147 New Hampshire Avenue NW.
26	Curtis, William Wallace....	O Street, between Thirty-second and Thirty-third Streets NW.	Miss E. M. Chase, 3014 Dent Place NW.
92	Fillmore, Millard....	Thirty-fifth Street, R and S Streets NW.	Miss M. C. McGill, The Plaza.
147	Hyde, Anthony T....	O Street, between Thirty-second and Thirty-third Streets NW.	Washington Circle.
.....	Industrial Home....	Wisconsin Avenue NW.....	Miss C. A. Ossire, 2721 P Street NW.
69	Jackson, Anthony....	R Street, between Thirtieth and Thirty-first Streets NW.	R. L. Haycock, 2525 Wisconsin Avenue NW.
110	Reservoir .....	Conduit Road, near reservoir.....	Miss E. L. Godey, 1737 Columbia Road.
102	Tenley.....	Tenley, D. C.....	Miss J. Roberta Ossire, 2721 P Street NW.
14	Threlkeld, John.....	Thirty-sixth Street and Prospect Avenue NW.	Miss H. I. Walsh, 2480 Ontario Road.
114	Toner, John Meredith.	Twenty-fourth and F Streets NW..	Miss S. E. Thomas, 3114 O Street NW.
			Miss Blanche Beckham, 2721 N Street NW.

## SECOND DIVISION.

Supervising principal, BEN W. MURCH.

Office, Dennison School; residence, 1703 Thirty-fifth Street NW.

No. of child.	Name.	Location.	Name of principal.
6	Manns, John Quincy.	R Street, between Seventeenth Street and New Hampshire Avenue NW.	Miss Janet McWilliam, 2142 K Street NW.
67	Berret, James G.	Fourteenth and Q Streets NW.	Miss Josephine Burke, 1432 Belmont Street NW.
172	Chasey, Chase.	Connecticut Avenue extended.	Miss M. Ella Given, The Olympia, Fourteenth and Euclid Streets NW.
174	Cable, Henry D.	Seventeenth and Columbia Road.	Mrs. C. B. Smith, 1522 Ninth Street NW.
32	Dennison, William.	S Street, between Thirteenth and Fourteenth Streets NW.	Miss K. E. Rawlings, 3321 Holmead Avenue NW.
32	Force, Peter.	Massachusetts Avenue, between Seventeenth and Eighteenth Streets NW.	Miss C. L. Garrison, 1317 R Street NW.
41	Grall, Ulysses S.	G Street, between Twenty-first and Twenty-second Streets NW.	Miss F. L. Reeves, 730 Twenty-second Street NW.
125	Morgan, Thomas P.	V Street, between Champlain and Eighteenth Streets NW.	Miss N. E. L. McLean, 922 T Street NW.
51	Weightman, Roger C.	Twenty-third and M Streets NW.	Miss E. Macfarlane, 920 Sixteenth Street NW.

## THIRD DIVISION.

Supervising principal, ERNEST L. THURSTON.

Office, Ross School; residence, The Duddington, Lanier Place.

101	Brightwood.	Brightwood.	Miss H. G. Nichols, 2821 Eleventh Street NW.
151	Brightwood Park.	Ninth and Ingraham Streets NW.	Miss Frankanna Connolly, 1628 Swann Street NW.
84	Harrison, William Henry.	Thirteenth Street, between V and W Streets NW.	Miss A. L. Sargent, 1421 Columbia Road.
119	Hubbard, Gardner G.	Kenyon Street, between Eleventh and Thirteenth Streets NW.	Miss B. L. Pattison, 1416 Sixth Street NW.
95	Johnson, Andrew.	School and Lamont Streets, Mount Pleasant.	Miss C. G. Brewer, 106 The Ontario.
21	Johnson Ann X.	School Street, Mount Pleasant.	H. W. Draper, 3025 Fifteenth Street NW.
72	Monroe, James.	Columbia Road, between Georgia and Sherman Avenues NW.	Miss M. W. Frank, 1003 Otis Place NW.
131	Petworth.	Petworth.	Miss F. S. Fairley, 109 Ridge Road east.
57	Phelps, Seth L.	Vermont Avenue, between T and U Streets NW.	Miss K. M. Jaquette.
157	Powell, Charles F.	School Street, near Park Road.	Miss K. H. Bevard, The Gladstone, 1417 Belmont Street NW.
136	Ross, John W.	Harvard Street, between Eleventh and Thirteenth Streets NW.	Miss M. R. Macqueen, 1824 New Hampshire Avenue NW.
118	Takoma.	Takoma.	Miss H. E. King, Fifth Street and Columbia Road NW.
101	Woothurn.	Riggs and Blair Roads.	

## FOURTH DIVISION.

Supervising principal, WALTER B. PATERSON.

Office, Henry School; residence, 2016 Fifteenth Street NW.

27	Abbot, George J.	Sixth Street and New York Avenue NW.	Miss Metella King, 1001 Eighth Street NW.
15	Franklin, Benjamin.	Thirteenth and K Streets NW.	C. K. Finckel, 1539 Monroe Street NW.
33	Henry, Joseph.	P Street, between Sixth and Seventh Streets.	Miss A. A. Chesney, 614 Q Street NW.
44	Morse, Samuel F. B.	R Street, between New Jersey Avenue and Fifth Street NW.	Miss S. E. White, 213 C Street SE.
86	Polk, James K.	Seventh and P Streets NW.	Mrs. M. E. C. Walker, 7 Iowa Circle NW.
29	Thompson Strong John.	Twelfth Street, between K and L Streets NW.	See Franklin.
45	Twinning, W. J.	Third Street, between N and O Streets NW.	Miss M. I. Furnage, 1403 Sixth Street NW.
51	Webster, Daniel.	Tenth and H Streets NW.	Miss S. B. Kent, 834 Thirteenth Street NW.



## FIFTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S Street NW.

No. of building.	Name.	Location.	Name of principal.
70	Arthur, Chester A...	Arthur Place NW.....	Miss A. M. Clayton, 15 U Street NW.
61	Blake, James H.....	North Capitol Street, between K and L Streets NW.	Miss F. M. Roach, 146 Adams Street NW.
103	Brookland.....	Brookland.....	Miss M. E. Little, 254 Delaware Avenue NE.
116	Eckington.....	First and Quincy Streets NE.....	Miss M. R. Lyddane, 1814 First Street NW.
133	Emery, Matthew G..	Lincoln Avenue and Prospect Street NE.	Miss Adelaide Davis, 213 C Street SE.
143	Gage, Nathaniel P...	Second Street above U Street NW..	Miss Mary E. Bond, 1741 Oregon Avenue NW.
36	Gales, Joseph.....	First and G Streets NW.....	Miss K. T. Brown, 1838 Calvert Street NW.
108	Langdon.....	Langdon.....	Miss A. S. Sisson, 1804 First Street NW.
22	Seaton, William W..	I Street, between Second and Third Streets NW.	Miss S. C. Collins, 1522 Ninth Street NW.

## SIXTH DIVISION.

Supervising principal, Miss FLORA L. HENDLEY.

Office, Ludlow School; residence, 1216 L Street NW.

48	Benning, William...	Anacostia Road, between Benning Road and F Street NE.	Miss C. H. Pimper, 1302 Thirtieth Street NW.
50	Blair, Francis P., sr.	I Street, between Sixth and Seventh Streets NE.	Miss E. F. Goodwin, 1416 K Street NW.
145	Blow, Henry T.....	Nineteenth Street and Benning Road NE.	Miss F. B. Slater, 1803 Fourth Street NW.
37	Hamilton, Alexander	Bladensburg Road.....	Reginald I. Thompson, Glenn Dale, Md.
107	Hayes, Rutherford B.	Fifth and K Streets NE.....	Miss E. M. Fisher, 1437 Irving Street NW.
128	Kenilworth.....	Kenilworth, D. C.....	Miss Helen M. Knighton, 57 K Street NW.
142	Ludlow, William....	Southeast corner Sixth and G Streets NE.	Miss E. C. Dyer, 1702 Ninth Street NW.
71	Madison, James.....	Tenth and G Streets NE.....	Miss M. J. Austin, 1751 Columbia Road.
94	Pierce, Franklin.....	G and Fourteenth Streets NE.....	Miss K. C. Babbington, 78 I Street NW.
88	Taylor, Zachary.....	Seventh Street, near G Street NE...	Miss G. S. Silvers, 910 L Street NW.
121	Webb, William B....	Fifteenth and Rosedale Streets NE.	Miss A. J. Bell, 1200 N Street NW.
136	Wheatley, Samuel G.	Twelfth and N Streets NE.....	Miss M. B. Pearson, 1838 Calvert Street NW.

## SEVENTH DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1527 Park Road.

46	Brent, Robert.....	Third and D Streets SE.....	Miss Lyda Dalton, 505 B Street SE.
58	Carbery, Thomas H.	Fifth Street, between D and E Streets NE.	Miss M. G. Young, 224 Twelfth Street SE.
120	Dent, Josiah.....	Second Street and South Carolina Avenue SE.	Miss A. E. Hopkins, 904 East Capitol Street.
135	Edmonds, James B..	Ninth and D Streets NE.....	Miss M. A. McNantz, 129 Sixth Street NE.
115	Hilton, Charles E....	Sixth Street, between B and C Streets NE.	Miss J. M. Rawlings, 131 A Street NE.
55	Maury, John W.....	B Street, between Twelfth and Thirteenth Streets NE.	Miss A. P. Stromborger, 1325 Massachusetts Avenue SE.
31	Peabody, George....	Fifth and C Streets NE.....	Miss M. A. Aukward, 128 D Street SE.
59	Towers, John T.....	Eighth and C Streets SE.....	Miss N. M. Mack, 503 A Street SE.
4	Wallach, Richard....	D Street, between Seventh and Eighth Streets SE.	Miss Anne Beers, 429 Sixth Street NW.

## EIGHTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B Street SW.

No. of building.	Name.	Location.	Name of principal.
42	Amidon, Margaret...	Sixth and F Streets SW.	Miss M. L. Smith, 1234 B Street SW.
123	Bowen, Sayles J.....	Third and K Streets SW.	Miss A. B. Neumeyer, 417 Tenth Street SW.
60	Bradley, William A.	Linworth Place SW.	Miss Annie Van Horn, 317 First Street SE.
105	Greenleaf, James.....	Four-and-a-half Street, between M and N Streets SW.	Miss S. E. Halley, 627 Seventh Street SW.
23	Jefferson, Thomas....	Sixth and D Streets SW.	C. N. Thompson, 943 Virginia Avenue SW.
17	Potomac.....	Twelfth Street, between Maryland Avenue and E Street SW.	Miss B. M. Price, 438 New Jersey Avenue SE.
64	Smallwood, Samuel N.	I Street, between Third and Four-and-a-half Streets SW.	C. A. Johnson, 2837 Twelfth Street NE.
150	Van Ness.....	Fourth and M Streets SE.	Miss Lily Buchler, 326 Second Street SE.

## NINTH DIVISION.

Supervising Principal, HOMER M. JOHNSON.

Office, Cranch School; residence, 1404 Emerson Street NW.

155	Bryan, Thomas B...	Thirteenth and B Streets SE.	Miss S. A. Langley, 311 Sixth Street SE.
96	Buchanan, James....	E Street between Thirteenth and Fourteenth Streets SE.	Miss M. R. McCauslen, 710 East Capitol Street.
111	Congress Heights....	Congress Heights.	Miss O. A. Ebert, 808 Nineteenth Street NW.
137	Cranch, William.....	Twelfth and G Streets SE.	Miss A. E. Loomis, 905 O Street NW.
149	Ketcham, J. H.....	Adams Road, between Jackson and Harrison Roads.	Miss G. A. Phillips, The Onondago, 149 R Street NE.
67	Lenox, Walter.....	Fifth Street, between G Street and Virginia Avenue SE.	H. F. Lowe, 215 Fifth Street NE.
122	Orr, Benjamin G.....	Twining City.	Miss C. A. D. Luebker, The Sherman, Fifteenth and L Streets NW.
138	Stanton, Edwin L....	Hamilton Road, Good Hope, D. C.	Miss C. I. Mathis, 808 A Street SE.
83	Tyler, John.....	Eleventh Street, between G and I Streets SE.	Mrs. M. J. Peabody, 725 Thirteenth Street SE.
87	Van Buren, Martin....	Jefferson Street, Anacostia.	Mrs. N. B. Crosswell, 1327 Massachusetts Avenue SE.
38	Van Buren, Martin, Annex.	Washington Street, Anacostia.	

## TENTH DIVISION.

Supervising Principal, JOHN C. NALLE.

Office, Sumner School; residence, 1308 U Street NW.

75	Briggs, Martha B....	E and Twenty-second Streets NW.	Miss E. F. Wilson, 1715 Eighth Street NW.
6	Chain Bridge Road..	Chain Bridge Road.	C. C. Bannister, 2409 Georgia Avenue NW.
62	Magruder.....	M Street, between Sixteenth and Seventeenth Streets NW.	See Sumner.
.....	Miner, Myrtilla.....	Seventeenth and Church Streets NW.	Miss K. U. Alexander, 1512 Pierce Place NW.
140	Montgomery, Henry P.	Twenty-seventh Street, between I and K Streets NW.	Miss F. S. Bruce, 1911 Eleventh Street NW.
81	Phillips, Wendell....	N Street, between Twenty-seventh and Twenty-eighth Streets NW.	Miss G. F. Smith, 1524 Q Street NW.
139	Reno, Jesse Lee.....	Howard Avenue, Fort Reno.	Miss M. V. Tibbs, 1740 Fourteenth Street NW.
97	Stevens, Thaddeus..	Twenty-first Street, between K and L Streets NW.	Miss M. E. Gibbs, 1303 Irving Street NW.
19	Sumner, Charles.....	M and Seventeenth Streets NW.	Miss M. M. Orme, 1522 Pierce Place NW.
89	Wilson, Henry.....	Seventeenth Street, between Euclid Street and Kalorama Road NW.	F. J. Cardozo, 413 U Street NW.
49	Wormley, James, sr..	Prospect Street, between Thirty-third and Thirty-fourth Streets NW.	Miss A. M. Mason, 2218 I Street NW.

## BOARD OF EDUCATION, DISTRICT OF COLUMBIA.

## ELEVENTH DIVISION.

Supervising Principal, Miss MARION P. SHADD.

Office, Garnet School; residence, 2110 Fourteenth Street NW.

No. of building.	Name.	Location.	Name of principal.
7	Brightwood.....	Near Rock Creek Ford Road.....	See Military Road.
112	Bruce, Blanche K....	Konyon Street, between Georgia and Sherman Avenues NW.	M. Grant Lucas, Forestville, Md.
47	Bunker Hill Road...	Bunker Hill Road.....	G. Smith Wormley, 506 T Street NW.
30	Cook, John F., sr....	O Street between Fourth and Fifth Streets NW.	Miss S. C. Lewis, 1450 Corcoran Street NW.
11	Fort Slocum.....	Blair Road.....	J. Parker Gillen, 1620 O Street NW.
34	Garnet, Henry H....	U and Tenth Streets NW.....	Miss M. L. Washington, 1127 Twenty-first Street NW.
76	Garrison, William Loyd.	Twelfth Street, between R and S Streets NW.	Miss R. A. Boston, 1179 New Hampshire Avenue NW.
132	Langston, John M...	P Street, between North Capitol and First Streets NW.	Miss E. D. Barrier, 1925 Thirteenth Street NW.
8	Military Road.....	Military Road, near Brightwood, D. C.	Miss M. E. Shorter, 1726 Eighth Street NW.
153	Mott, Lucretia.....	Fourth and Trumbull Streets NW..	Miss K. C. Lewis, 2439 Georgia Avenue.
.....	Orphans Home.....	Eighth Street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson, James W.	Vermont Avenue, near U Street NW.	A. P. Lewis, 2302 Sixth Street NW.
80	Slater, John F.....	P Street, between North Capitol and First Streets NW.	Miss A. E. Thompson, 217 J. Street NW.

## TWELFTH DIVISION.

Supervising Principal, WINFIELD S. MONTGOMERY.

Office, Simmons School; residence, 1912 Eleventh Street NW.

39	Banneker, Benjamin.	Third Street, between K and L Streets NW.	D. I. Renfro, 1718 Sixth Street NW.
91	Burrville.....	Burrville, D. C.....	Miss F. R. Turner, 1841 Fifth Street NW.
152	Deanwood.....	Deanwood, D. C.....	Miss I. Kinner, 1235 Fourth Street NW.
99	Douglass, Frederick.	First and Pierce Streets NW.....	J. C. Payne, 654 L Street NE.
100	Ivy City.....	Ivy City, D. C.....	J. W. Cromwell, 1439 Pierce Place NW.
77	Jones, Alfred.....	I and First Streets NW.....	Miss E. A. Chase, 1109 I Street NW.
90	Logan, John A.....	Third and G Streets NE.....	Mrs. M. E. Tucker, 413 B Street SE.
124	Lovejoy, Elijah P...	Twelfth and D Streets NE.....	Miss M. A. Wheeler, 1034 New Jersey Avenue NW.
95	Payne, Daniel A....	Fifteenth and C Streets.....	Miss M. L. Jordan, 2346 Sixth Street NW.
134	Simmons, Abby S...	Pierce Street, between First Street and New Jersey Avenue NW.	Miss L. G. Arnold, 419 Q Street NW.
56	Smothers, Henry....	Benning Road, corner Manning Road NE.	F. L. Carlozo, 1813 Fourth Street NW.
24	Smothers, Henry, Annex.	.....do.....	See Smothers.

## THIRTEENTH DIVISION.

Supervising Principal, JAMES E. WALKER.

Office, Lincoln School; residence, 1905 Fourth Street NW.

No. of build- ings	Name.	Location.	Name of principal.
79	Amfush, Enoch.....	L Street, between Sixth and Seventh Streets SW.	A. V. Shorter, 1726 Eighth Street NW.
78	Bell, George.....	First Street, between B and C Streets SW.	J. E. Syphax, 1814 Riggs Place NW.
127	Birney, James G.....	Nichols Avenue, Hillsdale, D. C.....	Miss F. J. Smith, 1524 Pierce Place NW.
74	Birney, James G., Annen.	Rear of Nichols Avenue .....	See Birney.
100	Bowen, Anthony....	Ninth and E Streets SW .....	Miss J. C. Grant, 1448 Pierce Place NW.
148	Cardozo, Francis L., St.	I Street, between First and Half Streets SW.	Miss J. E. Page, 2003 Eleventh Street NW.
106	Garfield, James A....	Garfield, D. C.....	H. Wythe Lewis, Garfield, D. C.
103	Giddings, Joshua R.	G Street, between Third and Fourth Streets SE.	Miss L. A. Smith, 507 T Street NW.
18	Lincoln, Abraham....	Second and C Streets SE.....	A. O. Stafford, 1213 S Street NW.
28	Randall, Eliza G.....	First and I Streets SW .....	J. C. Bruce, Sumner Avenue, Ana- costia, D. C.
126	Syphax, William....	Half Street, between N and O Streets SW.	Miss A. V. Smith, 1213 S Street NW.

## HIGH SCHOOLS.

43	Central High.....	O Street between Sixth and Seventh Streets NW.	Emory M. Wilson, 1416 S Street NW.
85	Eastern High.....	Seventh Street between Pennsyl- vania Avenue and C Street SE.	Willard S. Small, 1340 Irving Street NW.
117	Western High.....	Thirty-fifth and T Streets NW.....	Miss E. C. Westcott, 3400 Prospect Avenue NW.
141	Business High.....	Ninth Street and Rhode Island Ave- nue NW.	Allan Davis, 900 Eleventh Street SE.
82	M Street High.....	M Street between First Street and New Jersey Avenue NW.	E. C. Williams, 1925 Thirteenth Street NW.

## WASHINGTON NORMAL SCHOOLS.

Normal School No. 1.....	Benjamin Franklin School, Thir- teenth and K Streets NW.	Miss Anne M. Goding, 1419 R Street NW.
Normal School No. 2.....	Charles Sumner School Building, Seventeenth and M Streets NW.	Miss L. E. Moten, 728 Fourth Street NW.

## MANUAL TRAINING SCHOOLS.

130	McKinley, William..	Rhode Island Avenue, corner of Sev- enth Street NW.	George E. Myers, The Revere, Twelfth and M Streets NW.
129	Armstrong, Samuel II. <sup>1</sup>	P Street between First and Third Streets NW.	W. B. Evans, 1910 Vermont Avenue NW.

<sup>1</sup> Business High department of this school is located in the old Mott School Building, No. 40, Sixth and Trumbull Streets NW.

## HEADS OF DEPARTMENTS OF HIGH SCHOOLS.

Department.	Name.	Office.	Residence.
Latin.....	Miss A. S. Rainey.....	Central High School.....	2065 G Street NW.
English.....	Miss S. E. Simons.....	.....do.....	1528 Corcoran Street NW.
Mathematics.....	Harry English.....	.....do.....	2907 P Street NW.
History.....	R. A. Maurer.....	.....do.....	The St. Lawrence.
Biology.....	W. P. Hay.....	Business High School...	Kensington, Md.
Business practice.....	Charles Hart.....	.....do.....	515 B Street NE.
Modern languages.....	A. W. Spanhoofd.....	Eastern High School.....	2015 Hillyer Place NW.
Physics.....	W. A. Hedrick.....	McKinley Manual Training School.	3321 M Street NW.
English and history.....	Miss H. E. Riggs.....	M Street High School...	418 T Street NW.
Science.....	N. E. Weatherless.....	.....do.....	2402 Georgia Avenue NW.
Languages.....	A. H. Glenn.....	.....do.....	1900 Third Street NW.
Mathematics.....	R. N. Mattingly.....	Armstrong Manual Training School.	2050 E Street NW.

## DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. V. Brown.....	Franklin School.....	1357 Euclid Street NW.
Music.....	Miss A. E. Bentley.....	.....do.....	3400 Prospect Avenue NW.
Drawing.....	Miss Anne M. Wilson.....	1028 Twelfth Street NW.	Kensington, Md.
Domestic science.....	Miss E. S. Jacobs.....	607 O Street NW.	3509 Eleventh Street NW.
Domestic art.....	Mrs. M. W. Cate.....	.....do.....	217 I Street NW.
Physical training.....	Miss Rebecca Stoneroad.....	Webster School.....	2606 Garfield Street NW.
Kindergartens.....	Miss Catherine R. Watkins.....	1028 Twelfth Street NW.	1246 Tenth Street NW.
Night schools.....	B. W. Murch.....	Dennison School.....	627 Florida Avenue.

## ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt.....	Garnet School.....	1639 Tenth Street NW.
Music.....	John T. Layton.....	Sumner School.....	1722 Tenth Street NW.
Drawing.....	Thomas W. Hunster.....	M Street High School.....	1476 Irving Street NW.
Manual training.....	C. H. Madella.....	Cook School.....	716 Wolf Street, Alexandria, Va.
Domestic science.....	Mrs. Julia W. Shaw.....	Garnet School.....	Ardwick, Md.
Domestic art.....	Miss A. D. Jones.....	Sumner School.....	315 T Street NW.
Physical training.....	Miss A. J. Turner.....	.....do.....	390 T Street NW.
Kindergartens.....	Miss N. T. Jackson.....	Garnet School.....	318 M Street NW.
Night schools.....	W. B. Evans.....	Armstrong School.....	1910 Vermont Avenue NW.

## ATTENDANCE OFFICERS.

Chief attendance officer.....	Mrs. Edna K. Bushee.....	Franklin School.....	943 Longfellow Street.
Attendance officer.....	Miss Annah G. Bogan.....	.....do.....	606 Massachusetts Avenue NW.
Attendance officer.....	Mrs. Ida G. Richardson.....	Sumner School.....	309 Eleventh Street NE.

Superintendent of janitors, Hugh F. McQueeney; office, Franklin School; residence, Bladensburg Road; telephone, Lincoln 1581.

Custodian, S. B. Simmons; office, 219 G Street NW.; residence, 1459 Corcoran Street NW. Assistant custodian, R. W. Sheppard; office, Franklin School; residence, 911 Longfellow Street NW.

## LIBRARIANS AND CLERKS.

Department.	Name.	Office.
Teachers' library.....	Miss Mina Goetz, 3846 Woodley Road.....	Franklin School.
Superintendent's office.....	Miss K. P. Howard, 1811 Wyoming Avenue.....	Do.
Assistant superintendent's office.....	Miss M. A. Carroll, 44 S Street NW.....	Do.
Office director of intermediate instruction.....	Miss A. M. Simonton, 1855 Calvert Street NW.....	Do.
Office supervisor of manual training.....	Mrs. F. C. Baldwin, The Sherman.....	Do.
Custodian's office.....	Mrs. L. Simmons, 1459 Corcoran Street NW.....	219 G Street NW.
Operator.....	Miss Dorothy Snyder, 1108 Fairmont Street.....	Franklin School.
Teachers' library.....	Mrs. Irene E. Weaver, 1328 V Street NW.....	Sumner School.
Assistant superintendent's office.....	J. Moria Saunders, Tenley, D. C.....	Franklin School.

## REPORT OF SUPERINTENDENT STUART.

*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: I have the honor to submit a report of the condition of the schools under my supervision during the year just ended.

The reports of the heads of the various departments and the tabular statements herewith appended, set forth in sufficient detail the present condition, progress, and aims of the school system as a whole.

I wish to briefly call the attention of the board to several matters which I regard as urgent.

### SCHOOL HYGIENE.

Surpassing all other needs and of immediate importance is that of a thoroughly organized and scientific study of the physical condition of each individual pupil in the schools as a basis for an adequate adjustment of the program of studies to his ascertained wants in the light of his physical health, predisposition, and environment. A physical examination of every pupil enrolled in the schools by some competent authority, furnishing a reliable record of each case, would unquestionably disclose data of more practical educational value than could be obtained by any other possible investigation.

Such an examination of course is not feasible until additional medical inspectors shall be authorized in such number as to enable them to accomplish the desired work. While it is possible for the regular teacher to learn very much more than he now knows about the physical condition, habits, and home surroundings of his pupils, even the best that he can do must of necessity fall short of what can be accomplished in a scientific way by the skilled physician, who should himself be something of a specialist in the study of children. Until such knowledge of the child's physical condition is obtained, the teacher must go on as he has in the past in blind ignorance of facts in the child's life, which, if known, would instantly become determining factors in helping him to deal wisely and humanely with his pupils. The brief experience which those who are in charge of the classes for atypical and incorrigible children in the Washington school system have had, has served to establish beyond all cavil the fact that underlying mental deficiencies and moral obliquities are physical defects which almost, if not altogether, furnish convincing explanations of mental and moral abnormalities.

We have never had as yet a comprehensive examination of the eyesight of pupils, and this in spite of the obvious relation between bad eyes and bad lessons.

There has so far been no effort made to procure information regarding the condition of the teeth and mouths of children, although it is universally conceded that many mental and physical states trace their causes directly to bad teeth, foul mouths, or adenoid growths.

There has been no intelligent effort to ascertain the facts as to the prevalence of malnutrition among school children.

The medical inspection service in Washington is as efficient as is possible under the circumstances, but it has so far been restricted almost entirely to the discovery and exclusion of cases of communicable diseases. Could the work of the medical inspectors be supplemented by the employment of a few school nurses, whose whole time would be spent in the schools and in following up in the homes cases which would otherwise be neglected, it is difficult to estimate highly enough the value of their work.

A recent experiment made in several of our school buildings for a few months under the auspices of the Society of Visiting Nurses was fruitful of such excellent results as to place beyond all question the usefulness of the school nurse as an indispensable auxiliary to the teacher on the one hand and the medical inspector on the other.

One high in the medical profession remarked to me recently, in discussing the need of the school nurse, that he was almost persuaded that if he had to choose between an additional medical inspector and a school nurse, he would prefer the nurse.

I would not seek to give the impression that our teachers are neglectful of attention to the physical needs of the pupils. On the contrary, there are certain axiomatic principles of school hygiene that are well attended to. For example, it has long been a standing rule that teachers shall note carefully the temperature of the school-room and record the same three times daily.

Instructions are given to clear out the schoolrooms as far as possible at recesses and to encourage the children to go out into the open for play, and it is no unusual sight to find the teachers directing and entering into the sports of their pupils.

Likewise no school building constructed within the last 10 years is lacking in a proper arrangement of light. There is probably no schoolroom in which the mass of light does not fall upon the left of the pupil. In these schools also are found systems of forced or artificial ventilation, which provide for the propulsion of new air into the schoolrooms in sufficient quantities.

These mechanical facts, in spite of the lack of play space, furnish a sound basis for reasonably good physical conditions in the newer school buildings. Add to these conditions the further fact that there

is a well-organized system of physical training carried on throughout the schools, and it can be said with truth that in buildings of recent construction the physical environment of the pupils is fairly satisfactory.

But what of the child himself?

What of his eyesight, his hearing, his breathing, his habits of eating, of working, of rest?

After all, the teacher knows, and unaided can know, little of these things. In short, the physical environment of the pupils so far as it includes a proper heating, ventilating, lighting, and cleansing of the schoolroom and reasonable hours of application to study, is better than it has ever been, and lacks only enlarged play space for pupils to make it as good as may be found in most cities, and better than many.

The imperative demand of the present is for a more thorough knowledge of the physical condition and needs of the individual child, to be obtained only by an enlarged and somewhat specialized system of medical inspection supplemented by the work of school nurses. This could be accomplished by an inconsiderable outlay, and the board of education, backed by the health officer should urge upon Congress that the necessary money to carry on this great work should no longer be withheld.

#### TEACHERS' RETIREMENT LAW.

During the winter of 1909 a highly satisfactory law for the retirement of superannuated teachers was favorably reported by the House Committee on the District of Columbia, but owing to the approaching end of this session it was not reached on the calendar in time for favorable action.

Only those familiar with the beneficent operation of such laws in other cities and with the desperate need of some organized relief to the school system from the pitiful burden of the worn-out teachers, bravely fighting against the infirmities of age and disease, whom nobody has the heart to discharge and whom the most sympathetic supervisor can not hope to improve, can appreciate the imperative need of a teachers retirement law.

Instead of being a financial burden to the District of Columbia or the Government, no better investment of a paltry \$25,000 a year could be made.

Earnest effort will be made during the coming session to secure the desired legislation. The board of education, both trade bodies, the board of trade and the chamber of commerce, practically every citizen's association and all the local papers are of one mind in regard to the need of this law.



So far as its direct and immediate bearing upon the improvement of the teaching force is concerned, it is the one permanent interest. It should not be assumed that there is a large number of superannuated and ineffective teachers on the rolls of the public schools, for this is not the case. There are comparatively few. But these few instances are so well known and so appealing to the sense of justice of those who are acquainted with their history, their personal worth, and their professional service in the past, that so long as a hope remains of the consummation of the desires of all who have the best interest of the schools at heart for the enactment of a law that will provide even a modest sum for the support of such veterans in an honorable retirement, no one in authority cares to take the responsibility of supplanting them with younger and confessedly more efficient teachers. And for every year of delay the number of worn-out teachers will increase.

In order that I may the more strongly emphasize the importance of the two matters which I have herein discussed, I shall not enlarge upon the general routine of teaching and administration, full accounts of which may be found in the accompanying reports of the various principals and supervising officers.

Very respectfully,

A. T. STUART.

#### STATISTICS.

##### Pupils enrolled:

First nine divisions.....	37,089
Tenth, eleventh, twelfth, and thirteenth divisions.....	17,703
Total.....	54,792
White pupils (male, 18,375; female, 18,714).....	37,089
Colored pupils (male, 7,907; female, 9,796).....	17,703
Total.....	54,792
Male pupils (white, 18,375; colored, 7,907).....	26,282
Female pupils (white, 18,714; colored, 9,796).....	28,510
Total.....	54,792

	Male.	Female.	Total.
Pupils in—			
Normal schools.....	12	287	299
High schools.....	1,386	2,595	3,981
Manual training schools.....	891	653	1,544
Grammar and primary schools.....	22,421	23,568	45,989
Ungraded schools.....	216	58	274
Kindergartens.....	1,366	1,339	2,705
Total.....	26,282	28,510	54,792

## PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 5.57; female, 61.81; total, 67.38. Colored—male, 6.51; female, 26.11; total, 32.62; distributed as follows:

	White.			Colored.			Total.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
Normal schools.....		0.97	0.97	0.12	0.57	0.69	0.12	1.54	1.66
High schools.....	2.88	5.71	8.59	1.23	.80	2.03	4.11	6.51	10.62
Manual training schools.....	1.29	1.65	2.94	1.05	.80	1.85	2.34	2.45	4.79
Grammar schools.....	.49	19.34	19.83	.98	6.63	7.61	1.47	25.97	27.44
Primary schools.....	.06	24.39	24.45	1.97	12.77	14.74	2.03	37.16	39.19
Ungraded schools.....		.68	.68	.18	.36	.54	.18	.86	1.04
Kindergartens.....		4.84	4.84		2.52	2.52		7.36	7.36
Primary instruction.....		.18	.18		.12	.12		.30	.30
Special teachers.....	.85	4.05	4.90	.98	1.72	2.70	1.83	5.77	7.60
Total.....	5.57	61.81	67.38	6.51	26.11	32.62	12.08	87.92	100.00

The per cent of white teachers was: Male, 8.22; female, 91.78; distributed as follows:

	Male.	Female.	Total.
Normal schools.....		1.46	1.46
High schools.....	4.28	8.47	12.75
Manual training schools.....	1.92	2.46	4.38
Grammar schools.....	.74	28.69	29.43
Primary schools.....		36.18	36.18
Ungraded schools.....		1.03	1.03
Kindergartens.....		7.19	7.19
Primary instruction.....		.29	.29
Special teachers.....	1.28	6.01	7.29
Total.....	8.22	91.78	100.00

The per cent of colored teachers was: Male, 19.98; female, 80.02; distributed as follows:

	Male.	Female.	Total.
Normal schools.....	0.38	1.70	2.08
High schools.....	3.77	2.46	6.23
Manual training schools.....	3.20	2.45	5.65
Grammar schools.....	3.02	20.38	23.40
Primary schools.....	6.04	39.25	45.29
Ungraded schools.....	.56	.56	1.12
Kindergartens.....		7.74	7.74
Primary instruction.....		.38	.38
Special teachers.....	3.01	5.10	8.11
Total.....	19.98	80.02	100.00

## ENROLLMENT.

The number of pupils enrolled was 54,792—37,089 white and 17,703 colored. This shows an increase of 1,407, or 2.63 per cent, over the previous year.

The average enrollment was 46,951, or 1.87 per cent above that of the previous year.

The average number of pupils in daily attendance was 43,918.

There were employed 1,628 teachers, as follows:

	Male.	Female.	Total.
First nine divisions.....	91	1,007	1,098
Tenth, eleventh, twelfth, and thirteenth divisions.....	106	424	530
Total.....	197	1,431	1,628
White teachers.....	91	1,007	1,098
Colored teachers.....	106	424	530
Total.....	197	1,431	1,628

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
Normal schools.....		16	16	2	9	11	2	25	27
High schools.....	47	93	140	20	13	33	67	106	173
Manual training schools.....	21	27	48	17	13	30	38	40	78
Grammar schools.....	8	315	323	16	108	124	24	423	447
Primary schools.....	1	397	398	32	208	240	33	605	638
Ungraded schools.....		11	11	3	3	6	3	14	17
Kindergartens.....		79	79		41	41		120	120
Director of primary instruction.....		1	1					1	1
Assistant director of primary instruction.....		2	2		1	1		1	1
Assistants in primary instruction.....		10	10		5	7		3	3
Music.....		8	8		6	6		8	14
Drawing.....		8	8		4	5		12	13
Physical training.....	14		14	7		7	21		21
Manual training in the grades.....		17	17		7	7		24	24
Domestic science.....		23	23		11	11		34	34
Domestic art.....									
Total.....	91	1,007	1,098	106	424	530	197	1,431	1,628

The day schools cost—

Officers.....	\$55,850.02
Teachers.....	1,406,682.17
Janitors and care of buildings and grounds.....	100,771.74
Clerks and librarians.....	11,757.86
Medical inspectors.....	5,877.79
Custodian of textbooks and assistant.....	1,800.00
Fuel, gas, and electric light.....	82,610.30
Textbooks and supplies for the first eight grades.....	63,170.81
Rent of buildings and rented rooms.....	13,431.08
Rent, equipment, and care for temporary rooms to provide for increased enrollment under compulsory education act.....	13,613.22
Furniture for new school buildings.....	58,990.31
Industrial instruction, including manual training, domestic science, and domestic art.....	17,856.69
Contingent expenses: Supplies, laboratory material, and printing.....	41,587.23
Contingent expenses: Books and periodicals.....	782.75
Kindergarten supplies.....	2,391.91

Apparatus for physics department.....	\$285. 61
Extension of telephone system.....	526. 80
Purchase of pianos.....	1, 000. 00
Purchase of United States flags.....	724. 95
Maintenance of school gardens.....	888. 69
Repairs and improvements to school buildings and grounds and repairing and renewing heating apparatus, etc.....	73, 666. 90
Excavating and walling cellar and lowering furnace in John F. Cook school building.....	1, 708. 98
Repairs to buildings and fire protection.....	49, 894. 16
Repairs to and changes in plumbing.....	46, 604. 66
Portable schools, purchase, erection, and maintenance of.....	24, 684. 00
New buildings and grounds.....	698, 791. 81
Total.....	<u>2, 775, 950. 44</u>

## The night schools cost—

Salaries of supervising officers.....	707. 50
Salaries of teachers.....	15, 100. 25
Salaries of janitors.....	2, 176. 50
Contingent expenses.....	3, 257. 79
Total.....	<u>21, 242. 04</u>
Grand total.....	<u>2, 797, 192. 48</u>

There were enrolled in the night schools 3,779, of whom 1,883 were white and 1,896 colored, who were taught by 101 teachers, 50 white and 51 colored. There were 40 male teachers, 16 white and 24 colored, and 61 female teachers, 34 white and 27 colored.

## The night schools cost:

	White.	Colored.	Total.
Director.....	\$370. 00		\$370. 00
Assistant director.....		\$337. 50	337. 50
Total.....	370. 00	337. 50	707. 50
High schools:			
Teachers.....	1, 458. 00	2, 206. 00	3, 664. 00
Janitors.....	296. 00	360. 00	656. 00
Total.....	1, 754. 00	2, 566. 00	4, 320. 00
Elementary schools:			
Teachers.....	5, 776. 00	5, 660. 25	11, 436. 25
Janitors.....	750. 50	770. 00	1, 520. 50
Total.....	6, 526. 50	6, 430. 25	12, 956. 75
Total for teaching and supervising.....	8, 650. 50	9, 333. 75	17, 984. 25
Contingent expenses.....	1, 641. 09	1, 616. 70	3, 257. 79
Grand total.....	10, 291. 59	10, 950. 45	21, 242. 04

The night schools were in session 74 nights.

Schools.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Nights open.	Teachers.
	Male.	Female.	Total.					
WHITE.								
Business Night High.....	224	145	369	223	167	74.7	74	10
Corcoran.....	63	38	101	44	33	73.6	67	3
Franklin.....	461	155	616	286	223	77.9	74	15
Gales.....	208	49	257	124	91	78.2	70	6
Jefferson <sup>2</sup> .....	160	34	194	105	83	79.7	67	8
Wallach.....	191	62	253	102	72	70.6	67	6
Total.....	1,083	338	1,421	661	502	76.9	71.5	38
646 Massachusetts Avenue NE. <sup>3</sup> .....	24	24	48	18	13	68.0	24	1
	34	34	68	23	14	64.0	24	
212 H Street NW. <sup>3</sup> .....	15	15	30	14	11	79.8	24	1
	20	20	40	15	12	79.8	24	
Total.....	93	93	186	70	50	71.7	24	2
Total white.....	1,307	576	1,883	954	719	76.2	68.8	50
COLORED.								
Armstrong Night High <sup>4</sup> .....	187	354	541	342	266	77.7	72	14
Birney.....	48	52	100	80	57	70.9	72	3
Garfield.....	26	37	63	38	28	73.4	72	2
Garnet <sup>2</sup> .....	156	216	372	276	250	90.6	72	10
Lovejoy.....	74	80	154	106	93	86.8	71	3
Phillips.....	23	91	114	94	69	74.6	72	3
Randall <sup>2</sup> .....	109	153	262	196	171	86.9	72	8
Stevens <sup>2</sup> .....	141	149	290	206	178	86.5	72	8
Total colored.....	764	1,132	1,896	1,338	1,112	83.0	71.9	51
Grand total.....	2,071	1,708	3,779	2,292	1,831	80.8	69.0	101

<sup>1</sup> Includes director.<sup>2</sup> Includes cooking class.<sup>3</sup> Cooking classes.<sup>4</sup> Includes manual training, cooking, sewing, and millinery departments.<sup>5</sup> Includes assistant director.

The relative number of pupils enrolled in the different grades of schools is shown by the following:

	White.	Colored.
Normal schools.....	180	119
High schools.....	3,263	718
Manual training schools.....	884	660
Grammar schools.....	13,789	4,945
Primary schools.....	17,080	10,175
Ungraded schools.....	173	101
Kindergartens.....	1,720	985
Total.....	37,089	17,703
Per cent of the whole enrollment.....	67.69	32.31

The day schools were in session 178 days.

TABLE I.—Showing attendance and cost of white and colored schools.

	White.	Colored.	Total.
<b>Whole enrollment:</b>			
Normal schools.....	180	119	299
High schools.....	3,263	718	3,981
Manual training schools.....	884	660	1,544
Grammar and primary schools.....	30,869	15,120	45,989
Ungraded schools.....	173	101	274
Kindergartens.....	1,720	985	2,705
Total.....	37,089	17,703	54,792
Increase for the year.....	1,083	324	1,407
Per cent of increase.....	3.00	1.86	2.63
<b>Average enrollment:</b>			
Normal schools.....	176	108	284
High schools.....	2,759	621	3,380
Manual training schools.....	756	484	1,240
Grammar and primary schools.....	26,980	12,993	39,973
Ungraded schools.....	116	65	181
Kindergartens.....	1,198	695	1,893
Total.....	31,985	14,966	46,951
Increase for the year.....	818	45	863
Per cent of increase.....	2.62	.30	1.87
<b>Average attendance:</b>			
Normal schools.....	172	104	276
High schools.....	2,601	589	3,190
Manual training schools.....	702	458	1,160
Grammar and primary schools.....	25,188	12,256	37,444
Ungraded schools.....	105	57	162
Kindergartens.....	1,052	634	1,686
Total.....	29,820	14,098	43,918
Increase for the year.....	736	92	828
Per cent of increase.....	2.52	.65	1.92
<b>Whole enrollment:</b>			
Boys.....	18,375	7,907	26,282
Girls.....	18,714	9,796	28,510
Total.....	37,089	17,703	54,792
Whole enrollment in night schools.....	1,883	1,896	3,779
Grand total.....	38,972	19,599	58,571
<b>School buildings: 1</b>			
Owned—			
Regular 2.....	93	48	141
Portable.....	8	5	13
Rented.....	27	15	42
Total.....	128	68	196
<b>Schoolrooms: 1</b>			
Owned—			
Regular 2.....	758	341	1,099
Portable.....	8	5	13
Rented.....	93	31	124
Total.....	859	377	1,236
Session rooms.....	707	335	1,042
<b>Number of teachers:</b>			
Male.....	91	106	197
Female.....	1,007	424	1,431
Total.....	1,098	530	1,628
Night schools.....	50	51	101
Grand total.....	1,148	581	1,729
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$31.26	\$30.23	\$30.93
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			\$40.05

<sup>1</sup> Not including high schools, manual training schools, repair shop, abandoned buildings Nos. 5, 13, and 35, and buildings Nos. 2, 10, and 12, razed to the ground.

<sup>2</sup> Including Industrial Home and Orphans' Home not owned by the schools.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1909.*

	White.	Colored.	Total.
Normal schools:			
Second year.....	75	61	136
First year.....	105	58	163
Total.....	180	119	299
High schools:			
Fourth year.....	332	125	457
Third year.....	530	109	639
Second year.....	989	221	1,210
First year.....	1,412	263	1,675
Total.....	3,263	718	3,981
Manual training schools:			
Fourth year.....	61	42	103
Third year.....	97	90	187
Second year.....	194	164	358
First year.....	532	364	896
Total.....	884	660	1,544
Grammar schools:			
Eighth grade.....	2,729	807	3,536
Seventh grade.....	3,126	1,062	4,188
Sixth grade.....	3,714	1,332	5,046
Fifth grade.....	4,220	1,744	5,964
Total.....	13,789	4,945	18,734
Primary schools:			
Fourth grade.....	4,113	2,002	6,115
Third grade.....	4,197	2,371	6,568
Second grade.....	4,070	2,618	6,688
First grade.....	4,700	3,184	7,884
Total.....	17,080	10,175	27,255
Ungraded schools.....	173	101	274
Kindergartens.....	1,720	985	2,705
Grand total.....	37,089	17,703	54,792

TABLE III.—Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1909.

	Boys.	Girls.	Total.	Per cent.
Normal schools:				
Second year.....	8	128	136	0.25
First year.....	4	159	163	.30
High schools:				
Fourth year.....	150	307	457	.83
Third year.....	242	397	639	1.16
Second year.....	415	795	1,210	2.21
First year.....	579	1,096	1,675	3.06
Manual training schools:				
Fourth year.....	59	44	103	.19
Third year.....	120	67	187	.34
Second year.....	218	140	358	.65
First year.....	494	402	896	1.64
Grammar schools:				
Eighth grade.....	1,550	1,986	3,536	6.45
Seventh grade.....	1,861	2,327	4,188	7.64
Sixth grade.....	2,280	2,766	5,046	9.21
Fifth grade.....	2,889	3,075	5,964	10.88
Primary schools:				
Fourth grade.....	3,016	3,099	6,115	11.16
Third grade.....	3,246	3,322	6,568	11.99
Second grade.....	3,484	3,204	6,688	12.20
First grade.....	4,095	3,789	7,884	14.39
Ungraded schools.....	216	58	274	.50
Kindergartens.....	1,366	1,339	2,705	4.04
Total.....	26,282	28,510	54,792	100.00
SUMMARY.				
Normal, high, and manual training schools.....	2,280	3,535	5,824	10.63
Grammar schools.....	8,580	10,154	18,734	34.19
Primary schools.....	13,841	13,414	27,255	49.74
Ungraded schools.....	216	58	274	.50
Kindergartens.....	1,366	1,339	2,705	4.94
Total.....	26,282	28,510	54,792	100.00

The whole number of schools below the high school was as follows:

Grades.	White.	Colored.	Total.
Grammar schools:			
Eighth grade.....	73	25	98
Seventh grade.....	69	31	100
Sixth grade.....	87	28	115
Fifth grade.....	94	40	134
Total.....	323	124	447
Primary schools:			
Fourth grade.....	104	48	152
Third grade.....	96	58	154
Second grade.....	107	65	172
First grade.....	104	74	178
Total.....	411	245	656
Ungraded schools.....	9	6	15
Kindergartens.....	40	21	61
Grand total.....	783	396	1,179
Whole-day schools.....	531	228	759
Enforced half-day schools.....	<sup>1</sup> 118	114	232
Not enforced half-day schools.....	97	33	130
Kindergartens.....	* 37	21	58
Grand total.....	783	396	1,179

<sup>1</sup> Includes three kindergartens which occupy rooms with first-grade schools.

\* See note (1).



Number of enforced half-day schools above the second grade:  
White, 1; colored, 8.

*Half-day schools in the District of Columbia.*

Divisions.	Half-day schools.		Grades of half-day schools, 1909.				Number above second grade, 1909.
	1909	1908	Kinder- garten.	First.	Second.	Third.	
First division.....	14	12	1	7	6		
Second division.....	10	22		6	4		
Third division.....	10	12		6	4		
Fourth division.....	14	24		9	5		
Fifth division.....	4	10		3	1		
Sixth division.....	16	12	1	8	7		
Seventh division.....	20	20		10	10		
Eighth division.....	20	26	1	11	8		
Ninth division.....	10	14		5	4	1	1
Ungraded schools, divisions 1-9.....							
Tenth division.....	26	32		14	12		
Eleventh division.....	26	30		12	10	4	4
Twelfth division.....	28	36		14	12	2	2
Thirteenth division.....	34	36		19	13	2	2
Ungraded schools, divisions 10-13.....							
Total.....	232	286	3	124	96	9	9

NOTE.—Includes the kindergartens which occupy rooms with first-grade schools.

Number of enforced half-day schools above the second grade:  
White, 1; colored, 8.

The average number of pupils to the school, based on the whole enrollment, was as follows:—

	White.	Colored.	Total.
High schools (to a teacher, excluding principal).....	24.1	23.1	23.9
Manual training schools (to a teacher, excluding principal).....	12.4	22.7	20.3
Grammar schools:			
Eighth grade.....	37.3	32.2	36.0
Seventh grade.....	45.3	34.2	41.8
Sixth grade.....	42.6	47.5	43.8
Fifth grade.....	44.8	43.6	44.5
Primary schools:			
Fourth grade.....	39.5	41.7	40.2
Third grade.....	43.7	40.8	42.6
Second grade.....	38.0	40.2	38.8
First grade.....	46.3	43.0	44.2
Ungraded schools.....	19.2	16.8	18.2
Kindergartens.....	43.0	46.9	44.8

One thousand six hundred and twenty-eight<sup>1</sup> teachers were employed, as follows:

	White.			Colored.			Total.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
Normal schools.....		16	16	2	9	11	2	25	27
High schools.....	47	93	140	20	13	33	67	106	173
Manual training schools.....	21	27	48	17	13	30	38	40	78
Total.....	68	136	204	39	35	74	107	171	278
Grammar schools:									
Eighth grade.....	7	66	73	8	17	25	15	83	98
Seventh grade.....		69	69	4	27	31	4	96	100
Sixth grade.....	1	86	87	3	25	28	4	111	115
Fifth grade.....		94	94	1	39	40	1	133	134
Total.....	8	315	323	16	108	124	24	423	447
Primary schools:									
Fourth grade.....	1	101	102	5	43	48	6	144	150
Third grade.....		93	93	13	44	57	13	137	150
Second grade.....		103	103	9	54	63	9	157	166
First grade.....		100	100	5	67	72	5	167	172
Total.....	1	397	398	32	208	240	33	605	638
Ungraded schools.....		11	11	3	3	6	3	14	17
Kindergartens.....		79	79		41	41		120	120
Director of primary instruction.....		1	1					1	1
Assistant director of primary instruction.....					1	1		1	1
Assistants.....		2	2		1	1		3	3
Total.....		3	3		2	2		5	5
Music.....		10	10	2	5	7	2	15	17
Drawing.....		8	8	6		6	6	8	14
Physical training.....		8	8	1	4	5	1	12	13
Manual training in the grades.....	14		14	7		7	21		21
Domestic science.....		17	17		7	7		24	24
Domestic art.....		23	23		11	11		34	34
Total.....	14	66	80	16	27	43	30	93	123
Grand total.....	91	1,007	1,098	106	424	530	197	1,431	1,628

<sup>1</sup> Includes principals, heads of departments of high schools, and directors and assistant directors.

The cost of the office of the board of education, supervision, and teaching was as follows:

	White.	Colored.	Total.
Office of the board of education:			
1 secretary.....	\$2,000.00		\$2,000.00
1 clerk.....		\$1,400.00	1,400.00
2 clerks.....	2,000.00		2,000.00
2 stenographers.....	1,680.00		1,680.00
1 messenger.....		720.00	720.00
Total.....	5,680.00	2,120.00	7,800.00
Cost per pupil (estimated on average enrollment).....	.17	.12	.16
2 attendance officers.....	1,500.00		1,500.00
1 attendance officer.....		600.00	600.00
Total.....	1,500.00	600.00	2,100.00
Cost per pupil (estimated on average enrollment).....	.04	.04	.04
Supervision:			
1 superintendent.....	5,000.00		5,000.00
1 assistant superintendent.....	3,000.00		3,000.00
1 assistant superintendent.....		3,000.00	3,000.00

	White.	Colored.	Total.
<b>Supervision—Continued.</b>			
1 director of intermediate instruction.....	2,400.00	.....	2,400.00
1 supervisor of manual training.....	2,400.00	.....	2,400.00
9 supervising principals.....	21,050.01	.....	21,050.01
4 supervising principals.....	.....	9,100.01	9,100.01
1 principal of normal school.....	2,200.00	.....	2,200.00
1 principal of normal school.....	.....	2,200.00	2,200.00
4 principals of high schools.....	8,800.00	.....	8,800.00
1 principal of high school.....	.....	2,200.00	2,200.00
1 principal of manual-training school.....	2,200.00	.....	2,200.00
1 principal of manual-training school.....	.....	2,200.00	2,200.00
1 director of drawing.....	1,600.00	.....	1,600.00
1 assistant director of drawing.....	.....	1,400.00	1,400.00
1 director of music.....	1,700.00	.....	1,700.00
1 assistant director of music.....	.....	1,400.00	1,400.00
1 director of physical training.....	1,700.00	.....	1,700.00
1 assistant director of physical training.....	.....	1,400.00	1,400.00
1 director of domestic science.....	1,600.00	.....	1,600.00
1 assistant director of domestic science.....	.....	1,400.00	1,400.00
1 director of domestic art.....	1,600.00	.....	1,600.00
1 assistant director of domestic art.....	.....	965.33	965.33
1 director of primary instruction.....	1,900.00	.....	1,900.00
1 assistant director of primary instruction.....	.....	1,500.00	1,500.00
2 assistants in department of primary instruction.....	1,980.00	.....	1,980.00
1 assistant in department of primary instruction.....	.....	1,030.00	1,030.00
1 director of kindergartens.....	1,600.00	.....	1,600.00
1 assistant director of kindergartens.....	.....	1,350.00	1,350.00
To building principals for session room pay—			
Grammar schools.....	9,690.00	.....	9,690.00
Grammar schools.....	.....	3,720.00	3,720.00
Primary schools.....	10,440.00	.....	10,440.00
Primary schools.....	.....	5,730.00	5,730.00
Kindergarten schools.....	1,080.00	.....	1,080.00
Kindergarten schools.....	.....	591.50	591.50
Total.....	81,940.01	39,186.84	121,126.85
Cost per pupil (estimated on average enrollment).....	2.56	2.61	2.57
<b>Tuition:</b>			
Normal schools—			
5 normal training teachers.....	6,293.00	.....	6,293.00
5 normal training teachers.....	.....	5,800.00	5,800.00
7 normal practice teachers.....	8,210.00	.....	8,210.00
3 normal practice teachers.....	.....	3,700.00	3,700.00
1 kindergarten training teacher.....	1,100.00	.....	1,100.00
1 kindergarten training teacher.....	.....	1,300.00	1,300.00
2 kindergarten practice teachers.....	2,200.00	.....	2,200.00
1 kindergarten practice teacher.....	.....	1,000.00	1,000.00
Total.....	17,803.00	11,800.00	29,603.00
Cost per pupil (estimated on average enrollment).....	32.68	67.82	46.04
High schools—			
7 heads of departments.....	14,300.00	.....	14,300.00
3 heads of departments.....	.....	6,300.00	6,300.00
111 academic teachers.....	137,084.67	.....	137,084.67
26 academic teachers.....	.....	29,300.00	29,300.00
1 music teacher.....	1,110.00	.....	1,110.00
1 music teacher.....	.....	830.00	830.00
9 drawing teachers.....	8,790.00	.....	8,790.00
1 drawing teacher.....	.....	950.00	950.00
7 physical training teachers.....	6,894.00	.....	6,894.00
1 military training teacher.....	900.00	.....	900.00
1 military training teacher.....	.....	675.00	675.00
Total.....	169,078.67	38,055.00	207,133.67
Cost per pupil (estimated on average enrollment).....	61.28	61.28	61.28
Manual training schools—			
1 head of department.....	2,100.00	.....	2,100.00
1 head of department.....	.....	2,100.00	2,100.00
23 academic teachers.....	27,210.33	.....	27,210.33
16 academic teachers.....	.....	18,207.50	18,207.50
9 drawing teachers.....	8,800.00	.....	8,800.00
4 drawing teachers.....	.....	3,920.00	3,920.00
7 manual training teachers.....	6,910.00	.....	6,910.00
2 manual training teachers.....	.....	2,220.00	2,220.00
2 domestic science teachers.....	2,100.00	.....	2,100.00
2 domestic science teachers.....	.....	1,634.67	1,634.67
5 domestic art teachers.....	4,320.00	.....	4,320.00
4 domestic art teachers.....	.....	3,770.00	3,770.00
Total.....	51,440.33	31,852.17	83,292.50
Cost per pupil (estimated on average enrollment).....	68.04	65.81	67.17

<sup>1</sup> This includes the cost of teaching 14 grade practice schools and 2 kindergarten practice schools, \$12,050.

<sup>2</sup> This includes the cost of teaching 5 grade practice schools and 1 kindergarten practice school \$4,475.

	White.	Colored.	Total.
Tuition—Continued.			
Elementary schools:			
Grammar schools—			
73 eighth, 69 seventh, 87 sixth, 94 fifth grade schools..	297,582.36		297,582.36
25 eighth, 31 seventh, 28 sixth, 40 fifth grade schools..		110,066.96	110,066.96
Primary schools—			
102 fourth, 93 third, 103 second, 100 first grade schools..	269,975.59		269,975.59
48 fourth, 57 third, 63 second, 72 first grade schools..		163,634.12	163,634.12
Total <sup>3</sup> .....	<sup>1</sup> 567,557.95	<sup>2</sup> 273,701.08	841,259.03
Cost per pupil (estimated on average enrollment).....	21.40	21.32	21.37
Special teachers in graded schools—			
9 music teachers, 7 drawing teachers, 7 teachers of physical training.....	18,738.75		18,738.75
6 music teachers, 5 drawing teachers, 4 teachers of physical training.....		11,775.57	11,775.57
Total.....	18,738.75	11,775.57	30,514.32
Cost per pupil (estimated on average enrollment).....	.69	.78	.76
Manual training teachers in grade schools—			
Carpentry, 14; domestic science, 16; domestic art, 22.....	38,421.33		38,421.33
Carpentry, 7; domestic science, 6; domestic art, 10.....		16,551.00	16,551.00
Total.....	38,421.33	16,551.00	54,972.33
Cost per pupil (estimated on average enrollment).....	3.12	2.60	2.95
Ungraded schools—			
11 teachers.....	7,420.33		7,420.33
6 teachers.....		4,873.00	4,873.00
Total.....	7,420.33	4,873.00	12,293.33
Cost per pupil (estimated on average enrollment).....	63.96	74.96	67.91
Kindergartens—			
39 principals and 39 assistants.....	47,739.67		47,739.67
21 principals and 19 assistants.....		24,697.49	24,697.49
Total <sup>3</sup> .....	<sup>4</sup> 47,739.67	<sup>5</sup> 24,697.49	72,437.16
Cost per pupil (estimated on average enrollment).....	41.68	37.11	40.00
Miscellaneous:			
Librarians and clerks—			
High schools—			
1 librarian.....	825.00		825.00
1 librarian.....	825.00		825.00
1 librarian.....	560.00		560.00
1 librarian.....		560.00	560.00
3 clerks.....	1,858.33		1,858.33
1 clerk.....		555.00	555.00
Total.....	4,068.33	1,115.00	5,183.33
Cost per pupil (estimated on average enrollment).....	1.47	1.47	1.53
Manual training schools—			
1 clerk.....	642.50		642.50
1 clerk.....		500.00	500.00
Total.....	642.50	500.00	1,142.50
Cost per pupil (estimated on average enrollment).....	.84	1.03	.92
1 librarian of teachers' library.....			
1 librarian.....	1,010.00		1,010.00
5 clerks.....		600.00	600.00
1 clerk.....	3,238.68		3,238.68
		583.35	583.35
Total.....	4,248.68	1,183.35	5,432.03
Cost per pupil (estimated on average enrollment).....	.13	.07	.11

<sup>1</sup> To be increased by the cost of teaching 14 practice schools \$9,850.<sup>2</sup> To be increased by the cost of teaching 5 practice schools, \$3,375.<sup>3</sup> Session room pay for these schools has been charged up to supervision.<sup>4</sup> To be increased by the cost of teaching 2 kindergarten practice schools, \$2,200.<sup>5</sup> To be increased by the cost of teaching 1 kindergarten practice school, \$1,100.

## SUMMARY.

Total cost of office of the board of education.....	\$7,800.00
Total cost of attendance officers.....	2,100.00
Total cost of instruction, including supervision .....	1,452,682.19
Whole number of pupils enrolled.....	54,792
Average number of pupils enrolled.....	46,951
Average number of pupils in daily attendance.....	43,918
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	26.51
2. Average enrollment.....	30.93
3. Average attendance.....	33.07
Total cost of librarians and clerks.....	11,757.86
Total cost of custodian of books and assistant.....	1,800.00
Janitors, engineers, and assistants.....	94,450.74
Caretakers of smaller buildings and rented rooms.....	6,321.00
Medical inspectors:	
Total amount expended.....	5,877.79
Fuel, gas, electric light, and power:	
Total amount expended.....	82,610.30
Textbooks and supplies for first eight grades:	
Total amount expended (excluding salaries).....	63,170.81
Average amount per pupil (based on amount, including salaries).....	1.41
Rent:	
Total amount expended.....	13,431.08
Rent, etc., compulsory education:	
Rent.....	\$5,724.50
Equipment.....	4,565.84
Care for temporary rooms for schools above the second grade.....	3,322.88
Total amount expended.....	13,613.22
Furniture for new buildings:	
Total amount expended.....	58,990.31
Industrial instruction:	
Total amount expended.....	17,856.69
Contingent expenses:	
Total amount expended—	
For supplies, laboratory material, and printing.....	\$41,587.23
For library books and periodicals.....	782.75
Total amount per pupil (estimated on average enrollment).....	42,369.98
Kindergartens:	
Total amount expended (exclusive of salaries).....	2,391.91
Average amount per pupil (estimated on average enrollment).....	1.26
Physics department, apparatus for:	
Total amount expended.....	285.61
Extending the telephone system:	
Total amount expended.....	526.80
Pianos:	
Total amount expended.....	1,000.00
Flags:	
Total amount expended.....	724.95
School gardens:	
Total amount expended.....	888.69

## SUMMARY.

Amount expended, grand total.....	\$1,880,599.93
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	34.32
2. On average enrollment.....	40.05
3. On average attendance.....	42.82

*Supervision.*

	White.	Colored.	Total.
1 superintendent.....	\$5,000.00		\$5,000.00
1 assistant superintendent.....	3,000.00		3,000.00
1 assistant superintendent <sup>1</sup> .....		\$3,000.00	3,000.00
1 director of intermediate instruction.....	2,400.00		2,400.00
1 supervisor of manual training.....	2,400.00		2,400.00
9 supervising principals.....	21,050.01		21,050.01
4 supervising principals <sup>1</sup> .....		9,100.01	9,100.01
1 principal of normal school.....	2,200.00		2,200.00
1 principal of normal school <sup>1</sup> .....		2,200.00	2,200.00
4 principals of high schools.....	8,800.00		8,800.00
1 principal of high school <sup>1</sup> .....		2,200.00	2,200.00
1 principal of manual training school.....	2,200.00		2,200.00
1 principal of manual training school <sup>1</sup> .....		2,200.00	2,200.00
1 director of drawing.....	1,600.00		1,600.00
1 assistant director of drawing <sup>1</sup> .....		1,400.00	1,400.00
1 director of music.....	1,700.00		1,700.00
1 assistant director of music <sup>1</sup> .....		1,400.00	1,400.00
1 director of physical training.....	1,700.00		1,700.00
1 assistant director of physical training <sup>1</sup> .....		1,400.00	1,400.00
1 director of domestic science.....	1,600.00		1,600.00
1 assistant director of domestic science <sup>1</sup> .....		1,400.00	1,400.00
1 director of domestic art.....	1,600.00		1,600.00
1 assistant director of domestic art <sup>1</sup> .....		965.33	965.33
1 director of primary instruction.....	1,900.00		1,900.00
1 assistant director of primary instruction <sup>1</sup> .....		1,500.00	1,500.00
2 assistants in department of primary instruction.....	1,980.00		1,980.00
1 assistant in department of primary instruction.....		1,030.00	1,030.00
1 director of kindergartens.....	1,600.00		1,600.00
1 assistant director of kindergartens <sup>1</sup> .....		1,350.00	1,350.00
To building principals for session room pay:			
Grammar schools.....	9,690.00		9,690.00
Grammar schools <sup>1</sup> .....		3,720.00	3,720.00
Primary schools.....	10,440.00		10,440.00
Primary schools <sup>1</sup> .....		5,730.00	5,730.00
Kindergartens.....	1,080.00		1,080.00
Kindergartens <sup>1</sup> .....		591.50	591.50
Total.....	\$1,940.01	\$9,186.84	\$121,126.85
Cost per pupil (estimated on average enrollment).....	2.56	2.61	2.57

<sup>1</sup> Colored.

## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>1</sup>	Total.
Number of teachers trained.....	180	119	299
Average attendance.....	172	104	276
Number of teachers employed <sup>2</sup> .....	15	10	25
Average salary <sup>2</sup> .....	\$1,186.86	\$1,180.00	\$1,144.12

<sup>1</sup> Colored.<sup>2</sup> Does not include principal.

## HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	Total (white).	M Street. <sup>1</sup>	Grand total.
Number of pupils enrolled (boys, 1386; girls, 2,595).....	1,168	405	614	1,076	3,263	718	3,981
Average enrollment.....	1,014	362	517	866	2,759	621	3,380
Average attendance.....	955	337	488	821	2,601	589	3,190
Per cent of attendance.....	94.1	93.1	94.3	94.8	94.2	94.8	94.3
Average number of cases of tardiness per month.....	244.7	138.9	204.7	179.3	767.6	135.7	903.3
Number of teachers employed <sup>2</sup> .....	50	22	24	40	136	32	168
Average salary paid <sup>2</sup> .....	\$1,291.44	\$1,226.36	\$1,223.91	\$1,203.79	\$1,243.22	\$1,189.21	\$1,232.93
Cost of tuition per pupil (estimated on average enrollment).....	\$63.68	\$74.52	\$54.88	\$55.60	\$61.28	\$61.28	\$61.28

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong. <sup>1</sup>	Total.
Number of pupils enrolled (boys, 891; girls, 653).....	884	660	1,544
Average enrollment.....	756	484	1,240
Average attendance.....	702	458	1,160
Per cent of attendance.....	96.7	94.5	95.9
Average number of cases of tardiness per month.....	223.2	17.8	241.0
Number of teachers employed <sup>2</sup> .....	47	29	76
Average salary paid <sup>2</sup> .....	\$1,094.47	\$1,098.37	\$1,097.13
Cost of tuition per pupil (estimated on average enrollment).....	\$68.04	\$65.81	\$67.17

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	30,869	15,120	45,989
Average enrollment.....	26,980	12,993	39,973
Average attendance.....	25,188	12,256	37,444
Per cent of attendance.....	93.5	94.3	93.7
Average number of cases of tardiness per month.....	3,299.9	946.5	4,246.4
Number of corporal punishments.....	26	5	31
Number of principals and teachers employed.....	721	364	1,085
Average salary paid.....	\$787.18	\$751.92	\$775.35
Average number of pupils to teacher (estimated on average enrollment).....	36.7	35.2	36.2
Cost of tuition per pupil (estimated on average enrollment).....	\$21.40	\$21.32	\$21.37

## UNGRADED SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	173	101	274
Average enrollment.....	116	65	181
Average attendance.....	105	57	162
Per cent of attendance.....	89.4	90.7	89.9
Average number of cases of tardiness per month.....	37.9	6.0	43.9
Number of pupils dismissed.....	1	0	1
Number of corporal punishments.....	7	6	13
Number of teachers employed.....	11	6	17
Average salary paid.....	\$674.57	\$812.16	\$723.11
Average number of pupils to teacher (estimated on average enrollment).....	12.8	10.8	12.0
Cost of tuition per pupil (estimated on average enrollment).....	\$63.96	\$74.96	\$67.91

## KINDERGARTENS.

	White.	Colored.	Total.
Number of pupils enrolled.....	1,720	985	2,705
Average enrollment.....	1,198	695	1,893
Average attendance.....	1,052	634	1,686
Per cent of attendance.....	87.9	91.5	89.2
Average number of cases of tardiness per month.....	111.0	36.6	147.6
Number of teachers employed.....	78	40	118
Average salary paid <sup>1</sup> .....	\$612.04	\$617.43	\$613.82
Average number of pupils to the teacher (estimated on average enrollment).....	15.1	16.9	15.7
Cost of tuition per pupil (estimated on average enrollment).....	\$41.68	\$37.11	\$40.00

SPECIAL TEACHERS.<sup>1</sup>

	White.	Colored.	Total.
Music.....	9	6	15
Drawing.....	7	5	12
Physical training.....	7	4	11
Average salary paid:			
Music.....	\$801.77	\$833.33	\$814.45
Drawing.....	\$36.42	750.00	812.00
Physical training.....	789.67	756.39	777.50
Average cost per pupil for special tuition (estimated on average enrollment).....	.69	.78	.73

<sup>1</sup> Does not include director nor assistant director.

MANUAL TRAINING IN GRADED SCHOOLS.<sup>1</sup>

	White.	Colored.	Total.
Carpentry.....	14	7	21
Domestic science.....	16	6	22
Domestic art.....	22	10	32
Average salary paid:			
Carpentry.....	\$800.35	\$789.11	\$836.61
Domestic science.....	782.81	698.41	759.79
Domestic art.....	629.60	683.66	646.25
Average cost per pupil for manual training (estimated on average enrollment).....	1.42	1.27	1.37

<sup>1</sup> Does not include director and assistant director.NIGHT SCHOOLS.<sup>1</sup>

	White.	Colored.	Total.
Number of nights schools were open.....	74	71	74
Whole number of pupils enrolled.....	1,883	1,896	3,779
Average number of pupils enrolled.....	954	1,338	2,292
Average number of pupils in attendance.....	719	1,112	1,831
Per cent of attendance.....	76.2	83.0	80.8
Number of teachers.....	49	50	99
Average salary paid.....	\$147.63	\$157.32	\$152.52
Cost of tuition per pupil (estimated on average enrollment).....	\$7.58	\$5.83	\$6.58

<sup>1</sup> Does not include director and assistant director.TABLE IV<sup>1</sup>.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1909.

	Boys.	Girls.	Total.	Per cent.
Normal school:				
Second year.....		75	75	0.20
First year.....		105	105	.28
High school:				
Fourth year.....	123	209	332	.89
Third year.....	204	326	530	1.43
Second year.....	367	622	989	2.67
First year.....	504	908	1,412	3.81
Manual-training school:				
Fourth year.....	43	18	61	.17
Third year.....	86	11	97	.26
Second year.....	163	31	194	.52
First year.....	348	184	532	1.43
Grammar schools:				
Eighth grade.....	1,252	1,477	2,729	7.36
Seventh grade.....	1,459	1,667	3,126	8.43
Sixth grade.....	1,739	1,975	3,714	10.01
Fifth grade.....	2,121	2,099	4,220	11.38
Primary schools:				
Fourth grade.....	2,128	1,985	4,113	11.09
Third grade.....	2,175	2,022	4,197	11.32
Second grade.....	2,123	1,947	4,070	10.97
First grade.....	2,498	2,202	4,700	12.67
Ungraded schools.....	145	28	173	.47
Kindergartens.....	897	823	1,720	4.64
Total.....	18,375	18,714	37,089	100.00
SUMMARY.				
Normal, high, and manual-training schools.....	1,838	2,489	4,327	11.66
Grammar schools.....	6,571	7,218	13,789	37.18
Primary schools.....	8,924	8,156	17,080	46.05
Ungraded schools.....	145	28	173	.47
Kindergartens.....	897	823	1,720	4.64
Total.....	18,375	18,714	37,089	100.00



TABLE IV<sup>2</sup>.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1909.*

	Boys.	Girls.	Total.	Per cent.
Normal school:				
Second year.....	8	53	61	0.35
First year.....	4	54	58	.32
High school:				
Fourth year.....	27	98	125	.71
Third year.....	38	71	109	.62
Second year.....	48	173	221	1.25
First year.....	75	188	263	1.48
Manual-training school:				
Fourth year.....	16	26	42	.24
Third year.....	34	56	90	.51
Second year.....	55	109	164	.93
First year.....	146	218	364	2.05
Grammar schools:				
Eighth grade.....	298	509	807	4.56
Seventh grade.....	402	660	1,062	6.00
Sixth grade.....	541	791	1,332	7.52
Fifth grade.....	768	976	1,744	9.85
Primary schools:				
Fourth grade.....	888	1,114	2,002	11.31
Third grade.....	1,071	1,300	2,371	13.39
Second grade.....	1,361	1,257	2,618	14.79
First grade.....	1,597	1,587	3,184	17.99
Ungraded schools.....	71	30	101	.57
Kindergartens.....	469	516	985	5.56
Total.....	7,907	9,796	17,703	100.00
SUMMARY.				
Normal, high, and manual-training schools.....	451	1,046	1,497	8.46
Grammar schools.....	2,009	2,936	4,945	27.93
Primary schools.....	4,917	5,258	10,175	57.48
Ungraded schools.....	71	30	101	.57
Kindergartens.....	469	516	985	5.56
Total.....	7,907	9,796	17,703	100.00

*Owned and rented school buildings used by the schools during the school year ending June 30, 1909.*

Divisions.	Buildings. <sup>1</sup>										
	Owned.				Rented.			Total.			
	Used for grades and kindergartens.		Used for manual training, etc., regular.	Total.	Used for grades and kindergartens.	Used for manual training, etc.	Total.	Used for grades and kindergartens.		Used for manual training, etc., regular.	Total.
	Regu- lar.	Port- able.						Regu- lar.	Port- able.		
WHITE.											
First division.....	<sup>2</sup> 11	.....	1	12	2	1	3	13	.....	2	15
Second division.....	11	3	1	15	1	4	5	12	3	5	20
Third division.....	10	3	.....	13	.....	.....	.....	10	3	.....	13
Fourth division.....	10	.....	.....	10	3	9	12	13	.....	9	22
Fifth division.....	8	.....	.....	8	.....	1	1	8	.....	1	9
Sixth division.....	12	1	.....	13	.....	2	2	12	1	2	15
Seventh division.....	8	.....	1	9	1	1	2	9	.....	2	11
Eighth division.....	8	1	.....	9	1	.....	1	9	1	.....	10
Ninth division.....	11	.....	1	12	.....	1	1	11	.....	2	13
Total.....	89	8	4	<sup>3</sup> 101	8	19	27	97	8	23	128
COLORED.											
Tenth division.....	10	.....	.....	10	4	2	6	14	.....	2	16
Eleventh division.....	<sup>4</sup> 13	3	1	17	3	.....	3	16	3	1	20
Twelfth division.....	12	2	.....	14	3	.....	3	15	2	.....	17
Thirteenth division.....	11	.....	1	12	3	.....	3	14	.....	1	15
Total.....	46	5	2	<sup>3</sup> 53	13	2	15	59	5	4	68
Grand total.....	135	13	6	<sup>3</sup> 154	21	21	42	156	13	27	196

<sup>1</sup> Not including 5 high schools, 2 manual training schools, repair shops, and abandoned buildings.

<sup>2</sup> Including Industrial Home, not owned by the schools.

<sup>3</sup> Note portable buildings.

<sup>4</sup> Including Orphans' Home, not owned by the schools.

Divisions.	Rooms. <sup>1</sup>										
	Owned.				Rented.			Total.			
	Used for grades and kindergartens.		Used for manual training, etc., regular.	Total.	Used for grades and kindergartens.	Used for manual training etc.	Total.	Used for grades and kindergartens.		Used for manual training, etc., regular.	Total.
	Regular.	Portable.						Regular.	Portable.		
WHITE.											
First division.....	2 69	.....	5	74	4	12	16	73	.....	17	90
Second division.....	93	3	18	114	1	4	5	94	3	22	119
Third division.....	68	3	3	74	.....	.....	.....	68	3	3	74
Fourth division.....	94	.....	10	104	10	40	50	104	.....	50	154
Fifth division.....	79	.....	3	82	.....	2	2	79	.....	5	84
Sixth division.....	82	1	2	85	.....	5	5	82	1	7	90
Seventh division.....	74	.....	4	78	1	7	8	75	.....	11	86
Eighth division.....	70	1	2	73	1	5	6	71	1	7	79
Ninth division.....	70	.....	12	82	.....	1	1	70	.....	13	83
Total.....	699	8	59	<sup>2</sup> 766	17	76	93	716	8	135	859
COLORED.											
Tenth division.....	75	.....	8	83	12	4	16	87	.....	12	99
Eleventh division.....	<sup>4</sup> 80	3	16	99	3	1	4	83	3	17	103
Twelfth division.....	68	2	.....	70	6	.....	6	74	2	.....	76
Thirteenth division.....	87	.....	7	94	3	2	5	90	.....	9	99
Total.....	310	5	31	<sup>3</sup> 346	24	7	31	334	5	38	377
Grand total.....	1,009	13	90	<sup>3</sup> 1,112	41	83	124	1,050	13	173	1,236

<sup>1</sup> Not including 5 high schools, 2 manual training schools, repair shops, and abandoned buildings.

<sup>2</sup> Including Industrial Home, not owned by the schools.

<sup>3</sup> Note portable rooms.

<sup>4</sup> Including Orphans' Home, not owned by the schools.

*Textbooks and supplies for the first eight grades.*

	Quantity.	Cost.
Algebra, Wentworth's New School.....	1,234	\$981.50
Arithmetic:		
Milne's Elements of.....	1,350	326.25
Milne's Standard.....	2,714	1,413.55
Smith's Advanced.....	1,018	366.18
Smith's Elementary.....	1,100	308.00
Civil Government, Phillips' Nation and State.....	260	166.40
Copy book, the medial system:		
Book III.....	6,500	260.00
Book IV.....	5,802	232.08
Book V.....	4,800	192.00
Dictionary, Webster's High School.....	1,225	964.60
Geography:		
Frye's First Steps.....	1,551	806.50
Frye's Grammar School.....	1,372	1,372.02
Redway and Hinman's Natural Introductory.....	2,032	982.12
Redway and Hinman's Natural School.....	1,751	1,756.84
Grammar and Language:		
Buehler's Modern English Grammar.....	2,592	1,235.52
Gilbert and Harris' Guide Book I.....	6,608	2,296.32
Harris and Gilbert's Guide Book II.....	594	296.50
Maxwell-Smith's Writing in English.....	175	105.50
History:		
Mace's School.....	3,422	2,418.60
Montgomery's Beginners'.....	1,190	571.20
Montgomery's Elementary.....	575	345.00
Montgomery's Leading Facts.....	1,550	1,240.00
Turpin's Short Stories.....	260	83.20

*Textbooks and supplies for the first eight grades—Continued.*

	Quantity.	Cost.
<b>Literature:</b>		
Baker and Carpenter Language Reader Series—		
Book II.....	200	\$48.83
Book III.....	1,000	330.00
Blaisdell's Boy Blue and His Friends.....	506	160.00
Bryant's Sella Thanatopsis.....	302	59.14
Lake-side Classics No. 46, Ainsworth & Co.....	121	14.92
Maynard & Merrill's Classic Fables.....	496	119.04
Maynard & Merrill's Graded Classics.....	175	48.56
Maynard & Merrill's Onida's Dog of Flanders.....	300	47.50
Old Greek Stories, American Book Co.....	500	185.00
River-side Literature Series—		
Evangeline.....	650	77.46
Christmas Carol, Dickens'.....	525	64.46
Legend of Sleepy Hollow, A Hunting of the Deer, and Snow Bound, in one volume, linen.....	184	73.38
Miles Standish.....	350	70.58
Merrill's Edition of Hans Andersen's Stories.....	495	156.75
Standard Literature Series, University Pub. Co.—		
Hawthorne's Wonder Book.....	400	98.33
Wide Awake Series—		
First reader.....	3,200	768.00
Second reader.....	4,200	1,176.00
<b>Modern Music Series:</b>		
Primer.....	2,900	601.75
First grade.....	3,234	805.80
Second grade.....	1,322	439.57
Third grade.....	1,049	436.21
<b>Music readers:</b>		
Bentley's Song Primer.....	1,000	257.50
Laurel Song Reader.....	1,826	911.54
<b>Physiology:</b>		
Conn's Elementary.....	100	49.92
Gulick's Good Health.....	2,900	812.00
Jenkins's Primary Lessons.....	250	60.42
<b>Readers:</b>		
The Bender Primer.....	4,200	1,043.50
Stepping Stones to Literature—		
First reader.....	1,700	423.58
Second reader.....	1,650	545.88
Third reader.....	1,550	640.67
Fourth reader.....	1,450	720.16
Fifth reader.....	600	298.00
Heath's.....		
Third reader.....	125	40.63
Fourth reader.....	200	65.00
Merrill's Graded Literature:		
First reader.....	2,250	450.00
Second reader.....	2,900	928.00
Third reader.....	2,000	720.00
Fourth reader.....	1,825	730.00
Fifth reader.....	900	360.00
Sixth reader.....	75	30.00
Speller, Felter and Eginton's Twentieth Century.....	685	89.90
Merrill's Word and Sentence Book.....	6,960	1,392.00
Word Analysis, Swinton's (old ed.).....	1,127	262.97
<b>Total.....</b>		<b>35,333.36</b>
<b>SUPPLIES.</b>		
Beads.....sets.....	225	186.75
Bean bags.....	7,500	486.75
Binder and transparent sheets.....dozen.....	50	87.50
Blackboard pointers.....do.....	50	99.00
Blackboard rubbers.....do.....	500	360.00
Book covers.....	34,600	509.00
Cardboard gray, 22 by 28.....sheets.....	10,000	143.00
Clay, light gray, modeling.....barrels.....	183	201.30
Crayons, chalk, Waltham's.....gross.....	6,000	600.00
<b>Crayons:</b>		
Dixon's solid.....boxes.....	432	159.84
Dixon's No. 1529.....sets.....	1,000	115.00
Compasses.....dozen.....	200	118.00
Drawing tablets, 6 by 9.....	26,740	252.16
Dumb-bells.....pairs.....	200	32.00
<b>Envelopes, manila:</b>		
2 by 8½.....	10,800	15.88
4½ by 9½, 50-pound.....	10,800	7.02
3½ by 6, 40-pound.....	10,800	4.10
Erasers, steel.....	24	13.00
Ink, black, Carter's.....quarts.....	4,000	560.00
Glue, Le Page's, one-half pint.....cans.....	524	96.94

*Textbooks and supplies for the first eight grades—Continued.*

	Quantity.	Cost.
<b>SUPPLIES.</b>		
Measures:		
Dry.....sets.....	5	85.50
Liquid.....do.....	5	3.70
Mucilage, Carter's.....pints.....	697	191.68
Oilcloth, white enamel.....yards.....	450	121.50
Paint brushes, camel's hair, No. 7.....gross.....	150	705.60
Paint boxes, Prang's No. 1, complete.....boxes.....	800	96.48
Paint pans.....gross.....	24	6.00
Paints.....cakes.....	39,000	555.00
Paper:		
Blotting.....sheets.....	625	8.38
Composition No. 1.....packages.....	20,000	1,050.00
Composition No. 2.....do.....	20,500	1,076.25
Composition No. 3.....do.....	39,795	2,080.00
Cover.....sheets.....	25,825	451.94
Drawing 9 by 11.....reams.....	1,1624	476.63
Examination.....do.....	3,7194	2,782.88
Pads.....packages.....	90,397	2,824.90
Practice.....do.....	34,598	1,297.35
Strawboard.....pieces.....	18,400	96.20
Wrapping, lute, manila, 24 by 36, 80-pound.....reams.....	5664	1,721.86
Paper fasteners.....boxes.....	120	15.36
Paste, Sanford's Utopian, 16-ounce jars.....pints.....	694	201.26
Pegs, shoe.....quarts.....	675	54.00
Pencils:		
Drawing, No. 1.....gross.....	600	1,008.00
Drawing, No. 3.....do.....	60	100.80
Student's Met. No. 2, Dixon's.....do.....	1,670	2,814.00
Student's Met. No. 3, Dixon's.....do.....	30	50.40
Penholders.....do.....	450	616.50
Pens, Hunt's.....do.....	6,100	1,630.90
Pins.....pyramids.....	24	1.08
Raffia:		
Colored, assorted.....pounds.....	100	30.00
Natural.....do.....	200	60.00
Rubbers, small.....do.....	600	588.00
Rulers, plain edge.....dozen.....	1,200	249.00
Scissors.....pairs.....	4,800	488.00
Shears.....do.....	24	13.68
Squares, Prang's.....dozen.....	60	45.00
Wands, 3 feet by 8 inch.....dozen.....	240	18.00
Total.....		27,013.07
<b>ADDITIONAL EXPENSES.</b>		
Salary of custodian.....		1,200.00
Salary of assistant custodian.....		600.00
Hauling.....		824.38
Total.....		2,624.38
Grand total.....		64,970.81

The whole number of pupils enrolled in the eight grades that were supplied with books was 45,989, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.412, and the cost for books alone \$0.768.

The cost of books was distributed as follows:

Grades.	Pupils.	Total cost.	Average cost per pupil.
First.....	7,884	\$2,727.83	\$0.346
Second.....	6,688	2,976.62	.445
Third.....	6,568	2,373.01	.361
Fourth.....	6,115	5,853.41	.957
Fifth.....	5,964	5,239.88	.880
Sixth.....	5,046	4,222.14	.835
Seventh.....	4,188	5,918.38	1.413
Eighth.....	3,536	6,022.09	1.700
Total.....	45,989	35,333.36	.768

The cost of supplies and miscellaneous items was distributed as follows:

Grades.	Pupils.	Total cost.	Average cost per pupil.
First.....	7,884	\$5,194.67	\$0.658
Second.....	6,688	5,329.86	.796
Third.....	6,568	5,647.72	.859
Fourth.....	6,115	2,775.03	.453
Fifth.....	5,964	3,713.36	.621
Sixth.....	5,046	2,550.87	.507
Seventh.....	4,188	2,093.88	.500
Eighth.....	3,536	2,331.06	.659
Total.....	45,989	29,637.45	.644

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grades.	Pupils.	Total cost.	Average cost per pupil.
First.....	7,884	\$7,922.50	\$1.004
Second.....	6,688	8,306.48	1.241
Third.....	6,568	8,020.73	1.220
Fourth.....	6,115	8,628.44	1.410
Fifth.....	5,964	8,953.24	1.501
Sixth.....	5,046	6,773.01	1.342
Seventh.....	4,188	8,012.26	1.913
Eighth.....	3,536	8,353.15	2.359
Total.....	45,989	64,970.81	1.412

*Cost of textbooks, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
<b>First grade:</b>				<b>Fifth grade:</b>			
1892.....	8,005	\$3,954.95	\$0.494	1893.....	4,657	\$6,684.67	\$1.533
1893.....	8,076	134.84	.017	1894.....	4,602	346.50	.075
1894.....	8,446	501.36	.059	1895.....	4,538	2,255.35	.497
1895.....	8,148	744.94	.091	1896.....	4,404	909.88	.207
1896.....	8,472	985.45	.116	1897.....	4,656	2,992.28	.643
1897.....	8,475	768.39	.091	1898.....	4,743	1,925.77	.406
1898.....	8,949	1,797.21	.201	1899.....	4,809	2,767.70	.575
1899.....	8,849			1900.....	4,881	4,727.75	.968
1900.....	8,849	366.17	.041	1901.....	4,903	4,565.64	.931
1901.....	9,036	1,640.34	.181	1902.....	5,043	5,580.29	1.107
1902.....	9,415	2,032.33	.215	1903.....	5,114	5,335.15	1.043
1903.....	9,053	2,379.33	.263	1904.....	5,399	2,551.61	.473
1904.....	9,126	1,496.00	.163	1905.....	5,500	3,844.46	.692
1905.....	9,313	881.95	.095	1906.....	5,402	4,317.31	.771
1906.....	8,950	657.90	.074	1907.....	5,601	2,688.03	.479
1907.....	9,198	1,337.96	.146	1908.....	5,663	3,167.56	.559
1908.....	8,050	2,034.96	.253	1909.....	5,964	5,239.88	.880
1909.....	7,884	2,727.83	.346	<b>Sixth grade:</b>			
<b>Second grade:</b>				1893.....	3,548	12,796.60	3.606
1892.....	5,814	1,793.70	.308	1894.....	3,598	768.74	.216
1893.....	5,904	48.65	.008	1895.....	3,945	1,334.56	.338
1894.....	6,014	498.28	.082	1896.....	3,900	5,961.83	1.528
1895.....	5,921	1,221.36	.206	1897.....	3,767	2,891.50	.767
1896.....	6,099	1,287.34	.211	1898.....	4,021	5,303.16	1.327
1897.....	6,196	1,736.20	.280	1899.....	3,991	4,471.57	1.120
1898.....	6,472	2,518.52	.389	1900.....	4,028	3,509.00	.871
1899.....	6,310	612.50	.097	1901.....	4,095	4,902.26	1.197
1900.....	6,067	1,657.48	.273	1902.....	4,166	2,950.38	.710
1901.....	6,336	2,638.47	.416	1903.....	4,257	4,136.60	.972
1902.....	6,558	2,565.45	.391	1904.....	4,167	5,602.66	1.359
1903.....	6,656	2,166.82	.326	1905.....	4,400	4,454.25	1.012
1904.....	6,517	2,443.21	.375	1906.....	4,656	4,447.38	.955
1905.....	6,737	1,929.92	.286	1907.....	4,688	5,873.78	1.258
1906.....	6,706	3,396.31	.506	1908.....	4,890	8,272.76	1.692
1907.....	6,717	2,170.53	.323	1909.....	5,046	4,222.14	.835
1908.....	7,119	2,071.29	.291	<b>Seventh grade:</b>			
1909.....	6,688	2,976.62	.445	1894.....	2,986	14,108.90	4.725
<b>Third grade:</b>				1895.....	3,145	2,300.78	.744
1892.....	5,390	4,209.92	.781	1896.....	3,199	3,145.02	.983
1893.....	5,223	207.24	.040	1897.....	3,179	2,656.13	.835
1894.....	5,153	597.56	.098	1898.....	3,163	2,223.31	.703
1895.....	5,698	3,767.94	.672	1899.....	3,272	3,160.31	.966
1896.....	5,687	1,421.96	.250	1900.....	3,322	2,403.11	.723
1897.....	5,808	1,097.78	.189	1901.....	3,291	3,914.36	1.189
1898.....	5,761	1,608.65	.279	1902.....	3,224	3,326.73	1.032
1899.....	6,053	1,727.46	.285	1903.....	3,298	3,629.28	1.100
1900.....	6,130	2,245.35	.366	1904.....	3,521	3,990.56	1.136
1901.....	5,906	2,616.99	.443	1905.....	3,494	3,368.49	.964
1902.....	6,024	3,030.04	.503	1906.....	3,689	2,919.75	.791
1903.....	6,183	2,388.91	.386	1907.....	3,827	2,253.64	.589
1904.....	6,313	3,561.53	.564	1908.....	3,949	3,028.34	.767
1905.....	6,400	2,116.41	.331	1909.....	4,188	5,918.38	1.413
1906.....	6,479	3,168.59	.489	<b>Eighth grade:</b>			
1907.....	6,359	3,332.94	.524	1894.....	2,570	13,143.70	5.114
1908.....	6,200	1,829.13	.295	1895.....	2,685	1,663.81	.608
1909.....	6,568	2,373.01	.361	1896.....	2,658	2,094.15	.787
<b>Fourth grade:</b>				1897.....	2,731	2,588.38	.948
1892.....	4,877	7,670.16	1.573	1898.....	2,892	1,093.26	.378
1893.....	5,011	249.87	.049	1899.....	2,747	1,584.53	.576
1894.....	4,776	489.27	.102	1900.....	2,863	1,959.47	.688
1895.....	4,725	1,301.34	.275	1901.....	2,888	3,636.12	1.259
1896.....	5,055	1,673.12	.330	1902.....	2,904	2,871.09	.989
1897.....	5,150	3,738.42	.726	1903.....	2,988	7,627.68	2.553
1898.....	5,426	2,802.37	.516	1904.....	2,950	3,325.61	1.127
1899.....	5,375	2,685.84	.500	1905.....	3,071	4,700.65	1.531
1900.....	5,510	2,850.00	.517	1906.....	3,192	1,609.99	.504
1901.....	5,819	7,009.18	1.204	1907.....	3,136	2,328.15	.742
1902.....	5,745	4,553.35	.792	1908.....	3,324	5,875.16	1.767
1903.....	5,751	2,609.34	.454	1909.....	3,536	6,022.09	1.700
1904.....	5,980	2,544.82	.425				
1905.....	6,102	3,575.33	.586				
1906.....	6,092	4,962.17	.814				
1907.....	6,233	3,917.51	.628				
1908.....	6,280	4,257.13	.678				
1909.....	6,115	5,853.41	.957				

*Cost of supplies and of miscellaneous expenses, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
First grade:				Fifth grade:			
1892.....	8,005	\$1,793.00	\$0.224	1893.....	4,057	\$3,150.83	\$0.724
1893.....	8,076	2,029.06	.251	1894.....	4,602	2,691.37	.585
1894.....	8,446	2,674.81	.316	1895.....	4,358	1,711.28	.377
1895.....	8,148	2,719.07	.334	1896.....	4,294	2,098.34	.476
1896.....	8,472	3,269.48	.386	1897.....	4,656	2,172.37	.466
1897.....	8,475	3,121.56	.368	1898.....	4,743	2,191.88	.462
1898.....	8,949	3,776.29	.422	1899.....	4,809	2,928.54	.609
1899.....	8,849	4,261.17	.481	1900.....	4,881	2,557.75	.524
1900.....	8,849	4,758.20	.537	1901.....	4,903	1,710.89	.349
1901.....	9,036	2,105.60	.233	1902.....	5,043	2,391.48	.475
1902.....	9,415	3,163.77	.336	1903.....	5,114	2,755.67	.539
1903.....	9,063	4,378.24	.483	1904.....	5,399	3,867.20	.714
1904.....	9,126	4,877.31	.534	1905.....	5,500	3,972.93	.716
1905.....	9,313	4,112.84	.441	1906.....	5,602	3,431.49	.612
1906.....	8,950	5,062.99	.565	1907.....	5,601	3,962.72	.708
1907.....	9,198	5,007.47	.544	1908.....	5,663	2,969.95	.524
1908.....	8,050	4,085.72	.507	1909.....	5,964	3,713.36	.621
1909.....	7,884	5,194.67	.658	Sixth grade:			
Second grade:				1893.....	3,548	2,610.85	.726
1892.....	5,814	1,591.31	.274	1894.....	3,598	2,154.05	.599
1893.....	5,904	1,834.51	.310	1895.....	3,945	1,471.81	.373
1894.....	6,014	2,239.98	.372	1896.....	3,900	1,842.87	.472
1895.....	5,921	1,839.62	.311	1897.....	3,767	1,884.28	.500
1896.....	6,069	3,453.64	.564	1898.....	4,021	1,887.44	.469
1897.....	6,196	3,597.07	.580	1899.....	3,991	2,451.56	.614
1898.....	6,472	3,873.82	.598	1900.....	4,028	2,110.93	.524
1899.....	6,310	3,984.07	.631	1901.....	4,095	1,608.47	.392
1900.....	6,067	3,635.79	.599	1902.....	4,166	2,295.31	.551
1901.....	6,336	1,690.16	.267	1903.....	4,257	2,462.81	.578
1902.....	6,558	2,173.47	.331	1904.....	4,167	2,968.28	.712
1903.....	6,656	3,455.59	.519	1905.....	4,400	3,149.65	.716
1904.....	6,517	3,889.03	.596	1906.....	4,656	2,933.53	.630
1905.....	6,737	3,843.59	.571	1907.....	4,668	3,373.67	.722
1906.....	6,706	3,406.99	.508	1908.....	4,890	2,613.30	.534
1907.....	6,717	4,387.81	.653	1909.....	5,046	2,550.87	.507
1908.....	7,119	3,215.71	.451	Seventh grade:			
1909.....	6,688	5,329.86	.796	1894.....	2,986	1,630.04	.546
Third grade:				1895.....	3,145	1,435.01	.464
1892.....	5,390	2,270.45	.421	1896.....	3,199	1,196.98	.374
1893.....	5,233	2,348.59	.449	1897.....	3,179	1,507.24	.505
1894.....	5,153	2,143.84	.416	1898.....	3,163	1,703.72	.538
1895.....	5,608	2,135.95	.381	1899.....	3,272	1,951.14	.596
1896.....	5,687	2,435.14	.428	1900.....	3,322	1,770.57	.532
1897.....	5,808	2,639.84	.454	1901.....	3,291	1,168.03	.355
1898.....	5,761	2,993.87	.519	1902.....	3,224	1,549.66	.480
1899.....	6,053	3,210.27	.530	1903.....	3,298	1,809.72	.549
1900.....	6,130	4,276.47	.697	1904.....	3,521	2,544.98	.722
1901.....	5,906	3,473.12	.588	1905.....	3,494	2,527.05	.723
1902.....	6,024	3,356.49	.557	1906.....	3,689	2,354.04	.638
1903.....	6,183	3,700.34	.598	1907.....	3,827	2,715.52	.709
1904.....	6,313	3,177.34	.503	1908.....	3,949	2,129.63	.539
1905.....	6,400	4,418.81	.690	1909.....	4,188	2,093.88	.500
1906.....	6,479	3,657.83	.564	Eighth grade:			
1907.....	6,359	3,753.44	.590	1894.....	2,570	1,451.17	.564
1908.....	6,200	3,245.40	.523	1895.....	2,685	1,834.04	.670
1909.....	6,568	5,647.72	.859	1896.....	2,658	1,135.38	.427
Fourth grade:				1897.....	2,731	1,269.66	.465
1892.....	4,877	1,495.03	.306	1898.....	2,892	1,581.80	.547
1893.....	5,011	2,299.37	.459	1899.....	2,747	1,625.79	.592
1894.....	4,776	1,971.71	.413	1900.....	2,863	1,520.05	.530
1895.....	4,725	1,877.66	.398	1901.....	2,888	1,024.19	.354
1896.....	5,055	1,946.77	.385	1902.....	2,904	1,643.33	.565
1897.....	5,150	3,102.39	.602	1903.....	2,988	1,721.37	.576
1898.....	5,426	2,683.08	.494	1904.....	2,950	2,251.75	.763
1899.....	5,475	2,850.76	.530	1905.....	3,071	2,422.70	.789
1900.....	5,500	2,151.91	.390	1906.....	3,192	2,169.99	.680
1901.....	5,819	1,275.23	.219	1907.....	3,136	2,400.12	.765
1902.....	5,745	1,466.10	.255	1908.....	3,324	1,896.56	.570
1903.....	5,751	1,928.53	.335	1909.....	3,536	2,331.06	.659
1904.....	5,980	3,208.99	.520				
1905.....	6,102	3,171.93	.520				
1906.....	6,092	3,599.84	.591				
1907.....	6,233	4,325.96	.694				
1908.....	6,280	3,429.72	.546				
1909.....	6,115	2,775.03	.453				



*Cost of all textbooks and supplies, including miscellaneous expenses, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
<b>First grade:</b>				<b>Fifth grade:</b>			
1892.....	8,005	\$5,748.33	\$0.718	1893.....	4,657	\$9,835.50	\$2.257
1893.....	8,076	2,163.90	.268	1894.....	4,602	3,037.87	.660
1894.....	8,446	3,175.17	.375	1895.....	4,538	3,966.63	.874
1895.....	8,148	3,464.01	.425	1896.....	4,404	3,008.22	.681
1896.....	8,472	4,254.93	.502	1897.....	4,656	5,165.65	1.109
1897.....	8,475	3,889.95	.459	1898.....	4,743	4,117.65	.868
1898.....	8,949	5,573.50	.623	1899.....	4,809	5,696.24	1.184
1899.....	8,849	4,261.17	.481	1900.....	4,881	7,285.50	1.492
1900.....	8,849	5,124.37	.578	1901.....	4,903	6,276.53	1.280
1901.....	9,036	3,745.94	.414	1902.....	5,043	7,971.77	1.582
1902.....	9,415	5,196.10	.551	1903.....	5,114	8,090.82	1.582
1903.....	9,063	6,757.57	.746	1904.....	5,399	6,423.81	1.189
1904.....	9,126	6,373.31	.697	1905.....	5,550	7,817.39	1.408
1905.....	9,313	4,994.79	.536	1906.....	5,602	7,748.80	1.383
1906.....	8,950	5,720.89	.639	1907.....	5,601	6,650.75	1.187
1907.....	9,198	6,345.43	.690	1908.....	5,663	6,137.51	1.083
1908.....	8,050	6,120.68	.700	1909.....	5,964	8,953.24	1.501
1909.....	7,884	7,922.50	1.004	<b>Sixth grade:</b>			
<b>Second grade:</b>				1893.....	3,548	15,407.45	4.342
1892.....	5,814	3,385.01	.582	1894.....	3,598	2,922.79	.815
1893.....	5,904	1,883.16	.318	1895.....	3,945	2,806.37	.711
1894.....	6,014	2,738.26	.455	1896.....	3,900	7,804.70	2.001
1895.....	5,921	3,060.98	.517	1897.....	3,767	4,775.78	1.267
1896.....	6,099	4,740.98	.779	1898.....	4,021	7,223.02	1.796
1897.....	6,196	5,333.27	.859	1899.....	3,991	6,923.13	1.734
1898.....	6,472	6,392.34	.987	1900.....	4,028	5,619.93	1.395
1899.....	6,310	4,596.57	.728	1901.....	4,095	6,510.73	1.589
1900.....	6,067	5,293.27	.872	1902.....	4,166	5,254.69	1.261
1901.....	6,336	4,328.63	.683	1903.....	4,257	6,599.41	1.550
1902.....	6,558	4,738.92	.722	1904.....	4,167	8,630.94	2.071
1903.....	6,656	5,622.41	.845	1905.....	4,400	7,603.90	1.728
1904.....	6,517	6,332.24	.971	1906.....	4,656	7,380.91	1.585
1905.....	6,737	5,773.51	.857	1907.....	4,688	9,247.45	1.980
1906.....	6,706	6,803.30	1.014	1908.....	4,890	10,886.06	2.226
1907.....	6,717	6,558.34	.976	1909.....	5,046	6,773.01	1.342
1908.....	7,119	5,287.00	.742	<b>Seventh grade:</b>			
1909.....	6,688	8,306.48	1.241	1894.....	2,986	15,738.94	5.271
<b>Third grade:</b>				1895.....	3,145	3,735.79	1.208
1892.....	5,390	6,480.37	1.202	1896.....	3,199	4,342.00	1.357
1893.....	5,223	2,555.83	.489	1897.....	3,179	4,263.37	1.341
1894.....	5,153	2,651.40	.514	1898.....	3,163	3,927.03	1.241
1895.....	5,608	5,903.89	1.053	1899.....	3,272	5,111.45	1.562
1896.....	5,687	3,857.10	.678	1900.....	3,322	4,173.68	1.255
1897.....	5,808	3,737.62	.643	1901.....	3,291	5,082.39	1.544
1898.....	5,761	4,602.52	.798	1902.....	3,224	4,876.39	1.512
1899.....	6,053	4,937.73	.815	1903.....	3,298	5,439.00	1.649
1900.....	6,130	6,521.82	1.063	1904.....	3,521	6,544.54	1.858
1901.....	5,906	6,089.11	1.031	1905.....	3,493	5,895.54	1.687
1902.....	6,024	6,386.53	1.060	1906.....	3,689	5,273.79	1.429
1903.....	6,183	6,089.25	.984	1907.....	3,827	4,969.16	1.298
1904.....	6,313	6,738.87	1.067	1908.....	3,949	5,157.97	1.306
1905.....	6,400	6,535.22	1.021	1909.....	4,188	8,012.26	1.913
1906.....	6,479	6,826.42	1.053	<b>Eighth grade:</b>			
1907.....	6,359	7,086.38	1.114	1894.....	2,570	14,594.87	5.678
1908.....	6,200	5,074.53	.818	1895.....	2,685	3,497.87	1.274
1909.....	6,568	8,020.73	1.220	1896.....	2,658	3,229.53	1.211
<b>Fourth grade:</b>				1897.....	2,731	3,858.04	1.412
1892.....	4,877	9,165.19	1.879	1898.....	2,892	2,675.06	.925
1893.....	5,011	2,549.24	.508	1899.....	2,747	3,210.32	1.168
1894.....	4,776	2,460.98	.515	1900.....	2,863	3,479.52	1.218
1895.....	4,725	3,179.00	.673	1901.....	2,888	4,660.31	1.613
1896.....	5,055	3,619.89	.716	1902.....	2,904	4,514.42	1.554
1897.....	5,150	6,840.81	1.328	1903.....	2,988	9,349.06	3.129
1898.....	5,426	5,485.45	1.010	1904.....	2,950	5,577.36	1.890
1899.....	5,375	5,536.40	1.030	1905.....	3,071	7,123.35	2.320
1900.....	5,510	5,001.91	.907	1906.....	3,192	3,779.98	1.184
1901.....	5,819	8,285.41	1.423	1907.....	3,136	4,728.27	1.507
1902.....	5,745	6,019.45	1.047	1908.....	3,324	7,771.72	2.337
1903.....	5,751	4,537.87	.789	1909.....	3,536	8,353.15	2.359
1904.....	5,980	5,753.81	.962				
1905.....	6,102	6,747.26	1.106				
1906.....	6,092	8,562.01	1.405				
1907.....	6,233	8,243.47	1.322				
1908.....	6,280	7,686.85	1.224				
1909.....	6,115	8,628.44	1.410				

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027	.....	6,573	.....	21,600	.....
1881.....	15,494	3.10	6,567	<sup>1</sup> 0.09	22,061	2.13
1882.....	16,063	3.60	6,703	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	9,289	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.89
1893.....	22,395	.59	10,097	1.56	32,492	.89
1894.....	23,483	4.85	10,141	.43	33,624	3.48
1895.....	23,798	1.32	10,046	<sup>1</sup> .94	33,844	.65
1896.....	24,347	2.25	10,296	2.48	34,643	2.36
1897.....	25,261	3.75	10,420	1.20	35,681	2.99
1898.....	26,243	3.88	10,578	1.51	36,821	3.19
1899.....	26,742	1.90	10,171	<sup>1</sup> 3.84	36,913	.25
1900.....	27,637	3.34	10,474	2.97	38,111	3.24
1901.....	28,741	3.99	10,660	1.77	39,401	3.38
1902.....	29,648	3.15	11,010	3.29	40,658	3.19
1903.....	29,846	.66	10,959	<sup>1</sup> .46	40,805	.36
1904.....	30,653	2.70	11,477	4.71	42,130	3.24
1905.....	<sup>2</sup> 29,566	<sup>1</sup> 3.54	<sup>3</sup> 13,844	<sup>3</sup> 20.62	43,410	3.03
1906.....	30,064	1.68	13,921	.55	43,985	1.32
1907.....	30,747	2.27	14,847	6.65	45,594	3.65
1908.....	31,167	1.34	14,921	.49	46,088	1.07
1909.....	31,985	2.62	14,966	.30	46,951	1.87

<sup>1</sup> Decrease.<sup>2</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>3</sup> See note <sup>2</sup>.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divi- sions.		Tenth-thirteenth divisions.		Total.		Whole number em- ployed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,072		6,573		21,600		434	
1881.....	15,494	3.10	6,567	<sup>1</sup> 0.09	22,061	2.13	461	27
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	.59	10,097	1.56	32,492	.89	895	50
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895.....	23,798	1.32	10,046	<sup>1</sup> .94	33,844	.65	991	49
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899.....	26,742	1.90	10,171	<sup>1</sup> 3.84	36,913	.25	<sup>2</sup> 1,159	52
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	<sup>2</sup> 1,226	67
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	<sup>2</sup> 1,283	57
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	<sup>2</sup> 1,323	40
1903.....	29,846	.66	10,959	<sup>1</sup> .46	40,805	.36	<sup>2</sup> 1,371	48
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	<sup>2</sup> 1,425	54
1905.....	<sup>3</sup> 29,566	<sup>1</sup> 3.54	<sup>4</sup> 13,844	<sup>4</sup> 20.62	43,410	3.03	<sup>2</sup> 1,478	53
1906.....	30,064	1.68	13,921	.55	43,985	1.32	<sup>2</sup> 1,536	58
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	<sup>2</sup> 1,575	39
1908.....	31,167	1.34	14,921	.49	46,088	1.07	<sup>5</sup> 1,583	40
1909.....	31,985	2.62	14,966	.30	46,951	1.87	1,628	45

<sup>1</sup> Decrease.<sup>2</sup> Includes kindergarten teachers.<sup>3</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>4</sup> See note <sup>3</sup>.<sup>5</sup> Thirty-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enroll- ment.		Teachers.		Cost (excluding rent and per- manent improvements).		
	Total.	Percent of increase.	Number em- ployed.	Increase.	Per pupil (based on average enroll- ment).	Aggregate amount.	Percent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$366,199.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,074	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	<sup>1</sup> 1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	<sup>1</sup> 1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	<sup>1</sup> 1,283	57	27.70	1,091,527.38	5.75
1902.....	40,658	3.19	<sup>1</sup> 1,423	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	<sup>1</sup> 1,371	48	29.39	1,199,209.61	( <sup>2</sup> )
1904.....	42,130	3.24	<sup>1</sup> 1,425	54	30.71	<sup>3</sup> 1,293,912.44	16.22
1905.....	43,410	3.03	<sup>1</sup> 1,478	53	31.61	<sup>3</sup> 1,372,490.82	6.07
1906.....	43,985	1.32	<sup>1</sup> 1,536	58	32.94	<sup>3</sup> 1,449,211.93	5.58
1907.....	45,594	3.65	<sup>1</sup> 1,575	39	35.11	1,601,084.15	10.47
1908.....	46,088	1.07	<sup>4</sup> 1,583	40	36.78	1,695,269.48	5.88
1909.....	46,951	1.87	1,628	45	39.64	1,861,444.35	9.80

<sup>1</sup> Includes kindergarten teachers.<sup>2</sup> Decrease.<sup>3</sup> Includes deficiency appropriations.<sup>4</sup> See note <sup>3</sup>, Table VI, p. 46.

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880...	18,378	.....	8,061	.....	26,439	.....	434	.....	\$13.85	\$366,199.51	.....
1881...	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882...	19,031	1.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883...	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884...	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885...	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886...	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887...	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888...	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889...	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890...	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891...	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892...	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893...	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894...	28,445	3.68	12,233	1.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895...	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896...	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897...	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898...	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899...	32,766	3.28	12,794	1.39	45,560	1.92	1,159	52	21.98	988,415.26	2.98
1900...	33,771	3.06	12,748	1.35	46,519	2.10	1,226	67	22.83	1,062,174.74	7.46
1901...	34,399	1.85	13,032	2.22	47,431	1.96	1,283	57	23.01	1,091,527.38	5.75
1902...	35,079	2.26	13,353	2.46	48,432	2.11	1,323	40	24.70	1,206,742.17	10.55
1903...	35,493	1.12	13,252	1.75	48,745	.64	1,371	48	24.60	1,199,292.61	(1)
1904...	36,107	1.72	13,682	3.24	49,789	2.14	1,425	54	25.98	1,293,912.44	16.22
1905...	34,600	14.17	16,630	21.54	51,230	2.89	1,478	53	26.79	1,372,490.82	6.07
1906...	35,201	1.73	16,791	.96	51,992	1.48	1,536	58	27.87	1,449,211.93	5.58
1907...	35,356	.44	17,383	3.52	52,739	1.43	1,575	39	30.35	1,601,084.15	10.47
1908...	36,006	2.08	17,349	.02	53,355	1.21	1,583	40	31.74	1,695,269.48	5.88
1909...	37,089	3.00	17,703	1.86	54,792	2.63	1,628	45	33.97	1,861,444.35	9.80

<sup>1</sup> Decrease.

<sup>2</sup> Includes kindergarten teachers.

<sup>3</sup> Includes deficiency appropriations.

<sup>4</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.

<sup>5</sup> See note <sup>5</sup>, Table VI, p. 46.

TABLE IX.—Amount expended for rent, and sites and buildings each year from the year 1880 to 1909, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1895.....	\$9,648.00	\$66,408.91
1881.....	26,596.11	103,416.91	1896.....	14,736.50	185,601.12
1882.....	26,472.57	253,609.73	1897.....	14,188.00	182,514.26
1883.....	14,805.33	103,141.47	1898.....	14,934.00	139,669.00
1884.....	8,742.50	103,563.94	1899.....	13,420.00	72,127.86
1885.....	7,060.00	118,400.00	1900.....	13,968.00	71,807.43
1886.....	6,919.66	61,130.04	1901.....	15,092.31	295,308.09
1887.....	7,354.00	73,085.24	1902.....	15,641.73	398,000.00
1888.....	10,215.44	239,159.77	1903.....	14,131.50	234,944.00
1889.....	14,832.00	332,312.44	1904.....	14,193.50	180,300.00
1890.....	10,060.00	240,467.39	1905.....	14,236.00	179,713.00
1891.....	9,892.00	229,078.00	1906.....	15,218.50	190,800.00
1892.....	9,692.00	220,344.47	1907.....	17,484.24	271,158.32
1893.....	8,951.25	42,270.36	1908.....	23,881.48	378,831.60
1894.....	9,825.50	66,939.60	1909.....	<sup>1</sup> 19,155.58	698,791.81

<sup>1</sup> Includes \$5,724.50 paid out of appropriation for rent of buildings or rooms to comply with compulsory education law.

## STATISTICS OF THE RESPECTIVE SCHOOL DIVISIONS.

## FIRST DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Addison, P Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	2	1	1	1	.....	.....	8	8	8
Conduit Road, Conduit Road.....	.....	.....	.....	.....	4-1	.....	.....	.....	.....	1	1	1
Conoran, Twenty-eighth Street between M Street and Olive Avenue NW.....	1	1	1	1	2	.....	2	2	.....	10	8	10
Conoran Annex, 2901 N Street NW.....	.....	.....	.....	.....	.....	2	.....	.....	1	3	3	<sup>1</sup> 4
Curtis, O Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	1	1	2	1	2	.....	10	<sup>2</sup> 10	10
Flamoro, Thirty-fifth Street between R and S Streets NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Hale, O Street between Thirty-second and Thirty-third Streets NW.....	1	1	1	1	1	.....	1	1	1	8	8	<sup>1</sup> 9
Industrial Home, Wisconsin Avenue NW.....	8-6	.....	.....	5-4	4-3	.....	2-1	.....	.....	4	4	4
Jackson, R Street between Thirtieth and Thirty-first Streets NW.....	1	1	1	1	1	1	1	1	1	9	8	<sup>1</sup> 10
Reservoir, Conduit Road near reservoir.....	.....	.....	6-5	.....	4-3	.....	2-1	.....	1	4	4	<sup>1</sup> 5
Starkfeld, Thirty-sixth Street and Prospect Avenue NW.....	.....	.....	1	.....	1	1	1	1	.....	5	4	5
Toner, Twenty-fourth and F Streets NW.....	1	1	1	1	1	1	<sup>1</sup> 2-1	1	1	10	8	<sup>1</sup> 11
Total number of schools:												
1909.....	8	7	9	9	12	9	12	9	5	80	74	85
1908.....	7	7	9	8	12	10	11	10	4	78	74	82

<sup>1</sup> Includes assistant kindergarten teacher.

<sup>2</sup> One room used by the Peabody library.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace...	Excellent.	Fair.....	Excellent.	Excellent.	Poor.....	Owned.
Conduit Road.....	Stove.....	do.....	Poor.....	Poor.....	None.....	Fair.....	Do.
Corcoran.....	Furnace...	do.....	Fair.....	Excellent.	Excellent.	Good.....	Do.
Corcoran Annex, 2801 N St. NW. <sup>1</sup>	do.....	do.....	Poor.....	Good.....	None.....	Small.....	Rented.
Curtis.....	Steam.....	do.....	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Fillmore.....	Furnace...	do.....	Fair.....	Good.....	do.....	Good.....	Do.
Hyde.....	do.....	do.....	Excellent.	Excellent.	do.....	Fair.....	Do.
Industrial Home.....	Steam.....	do.....	Fair.....	do.....	Poor.....	Excellent.	( <sup>2</sup> )
Jackson.....	Furnace...	do.....	Good.....	Poor.....	Excellent.	Good.....	Owned.
Reservoir.....	do.....	do.....	Poor.....	Fair.....	do.....	Excellent.	Do.
Threlkeld.....	Stoves.....	do.....	do.....	do.....	Poor.....	Fair.....	Do.
Toner.....	Furnace...	do.....	Excellent.	Excellent.	Excellent.	Good.....	Do.
730 Twenty-fourth Street NW. <sup>3</sup>	Stoves.....	do.....	Poor.....	Good.....	None.....	Ample.....	Rented.
3233 N Street.....	Furnace...	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for grades and kindergarten.<sup>2</sup> Neither owned nor rented.<sup>3</sup> Used for manual training, cooking, cutting and fitting.TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Addison.....			
Conduit Road.....			
Corcoran.....			
Corcoran annex.....	4	4	1, 1, 2, 2
Curtis.....	2	2	1, 1
Fillmore.....			
Hyde.....			
Industrial Home.....			
Jackson.....			
Reservoir.....	2	2	1, 2
Threlkeld.....			
Toner.....	4	4	1, 2
Total.....	12	12	K, 1, 1, 2, 2

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	7	277	225	231	181	219	172	34.6	28.8
Seventh.....	7	7	263	267	227	217	213	202	37.5	32.4
Sixth.....	9	9	332	307	286	267	268	253	36.8	31.7
Fifth.....	9	8	408	361	353	313	329	292	45.2	39.2
Fourth.....	12	12	438	426	361	359	333	336	36.5	30.0
Third.....	9	10	413	405	378	359	355	338	45.8	42.0
Second.....	12	11	400	436	331	362	307	336	33.3	27.5
First.....	9	10	453	470	382	370	349	338	50.3	42.4
Total.....	75	74	2,984	2,897	2,549	2,428	2,373	2,267	39.7	33.9
Kindergarten.....	5	4	224	178	142	115	125	101	44.8	28.4
Total.....	80	78	3,208	3,075	2,691	2,543	2,498	2,368	40.1	33.6

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	96.7	48	44	1	1.0	10.5
October.....	95.0	305	382	8	13.0	46.0
November.....	93.9	398	375	6	21.0	22.5
December.....	92.4	417	327	17	46.0	8.5
January.....	92.5	490	422	20	61.0	40.5
February.....	92.5	280	371	21	32.5	47.0
March.....	90.9	393	372	12	31.0	52.0
April.....	91.7	296	282	8	8.5	16.0
May.....	91.6	439	329	9	29.5	17.5
June.....	93.8	224	145	13	13.5	17.0
Total.....	92.9	3,299	3,049	115	257.0	277.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School, No. 1.....	60
Other normal schools.....	3
Colleges.....	4
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates of academies or high schools, with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	85



## SECOND DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	School rooms.	Teachers.
Adams, R Street between Seventeenth Street and New Hampshire Avenue NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Berret, Fourteenth and Q Streets NW.....	1	1	1	.....	1	1	1	1	.....	7	9	16
Chevy Chase, Connecticut Avenue extended.	8-7	.....	6-5	.....	.....	1	1	1	.....	5	4	3
Chevy Chase portable, on Chevy Chase site.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	1	1
Chevy Chase Annex, near Chevy Chase.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	2
Cooke, Henry D., Seventeenth Street and Columbia Road NW.....	.....	1	.....	1	4-3	.....	2-1	.....	.....	4	3 10	4
Dennison, S Street between Thirteenth and Fourteenth Streets NW.....	2	1	1	1	1	1	1	1	1	10	4 12	3 11
Force, Massachusetts Avenue between Seventeenth and Eighteenth Streets NW.....	2	2	2	2	2	1	1	1	.....	13	12	13
Grant, G Street between Twenty-first and Twenty-second Streets NW.....	1	1	2	2	2	2	2	2	.....	14	12	14
Johnson, School and Lamont Streets NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Johnson Annex, on Johnson site.....	.....	.....	.....	.....	.....	2-1	.....	.....	1	2	5 4	2 3
Morgan and portable, V Street between Champlain and Eighteenth Streets.....	1	1	1	1	1	1	1	1	1	9	6 9	2 10
Tenley, Tenley.....	8-7	.....	1	1	1	1	1	1	.....	7	8	7
Tenley Annex, on Tenley site.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 2	.....	.....
Weightman and portable, Twenty-third and M Streets NW.....	1	1	1	1	2	1	1	2	.....	10	6 9	10
Total number of schools:												
1909.....	12	10	12	11	14	11	13	12	4	99	115	102
1908.....	12	10	12	11	13	12	12	11	4	97	96	101

<sup>1</sup> Two practice schools under the supervision of one normal teacher.<sup>2</sup> Includes assistant kindergarten teacher.<sup>3</sup> Twelve rooms vacant.<sup>4</sup> One room used for cooking and one for cutting and fitting.<sup>5</sup> Two rooms vacant.<sup>6</sup> Includes room in portable school building.<sup>7</sup> One room used for cooking and one for manual training.

TABLE II.—Showing condition of building.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Adams.....	Furnace	Excellent.	Good.....	Excellent.	Good.....	Small.....	Owned.
Berret.....	do.....	Good.....	do.....	do.....	Insufficient.	Insufficient.	Do.....
Chevy Chase.....	do.....	do.....	Poor.....	Very bad.	Excellent.	Excellent.	Do.....
Chevy Chase Annex, Northampton Street and Belt Road.	Stove.....	do.....	Fair.....	Fair.....	None.....	Ample.....	Rented.
Chevy Chase portable.	Furnace	Excellent.	Good.....	Very bad.	Excellent.	Excellent.	Owned.
Cooke.....	do.....	do.....	Excellent.	Excellent.	do.....	do.....	Do.....
Dennison.....	Steam	do.....	Good.....	do.....	do.....	do.....	Do.....
Force.....	do.....	do.....	Poor.....	do.....	do.....	do.....	Do.....
Grant.....	do.....	do.....	Good.....	do.....	do.....	Good.....	Do.....
Johnson.....	Furnace	do.....	do.....	Good.....	do.....	do.....	Do.....
Johnson Annex.....	Stoves.	Good.....	Poor.....	Excellent.	Good.....	Fair.....	Do.....
Morgan.....	Furnace	do.....	Poor.....	Good.....	None.....	do.....	Do.....
Morgan portable.....	do.....	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.....
Tenley.....	Steam.	do.....	Good.....	None.....	None.....	do.....	Do.....
Tenley Annex.....	Stoves.	do.....	Fair.....	Excellent.	Poor.....	do.....	Do.....
Weightman.....	do.....	do.....	Poor.....	Poor.....	None.....	do.....	Do.....
Weightman portable.	Furnace	Excellent.	Good.....	Excellent.	Excellent.	Good.....	Do.....
Weightman portable.	do.....	Good.....	do.....	None.....	None.....	do.....	Do.....

<sup>1</sup> Used for manual training, cooking, and cutting and fitting.

TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Adams.....		2	
Berret.....		2	
Chevy Chase.....	2	2	1, 2
Chevy Chase portable.....			
Chevy Chase Annex.....			
Cooke, Henry D.....			
Dennison.....			
Force.....	2	2	1, 2
Grant.....	4	4	1, 1, 2, 2
Johnson.....		2	
Johnson Annex.....		2	
Morgan.....		4	
Morgan portable.....			
Tenley.....			
Weightman.....	2	2	1, 1
Weightman portable.....			
Total.....	10	22	

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	12	12	497	462	429	396	403	364	41.4	35.7
Seventh.....	10	10	498	456	454	402	428	378	49.8	45.4
Sixth.....	12	12	506	540	446	470	413	442	42.1	37.1
Fifth.....	11	11	555	530	466	457	439	420	50.4	42.3
Fourth.....	14	13	554	531	485	462	455	431	39.5	34.6
Third.....	11	12	530	537	448	468	422	437	48.1	40.7
Second.....	13	12	527	510	449	439	411	434	40.5	34.5
First.....	12	11	574	506	465	430	416	352	47.8	38.7
Total.....	95	93	4,241	4,072	3,642	3,524	3,387	3,258	44.6	38.3
Kindergarten.....	4	4	171	180	165	112	89	96	42.7	26.2
Total.....	99	97	4,412	4,252	3,747	3,636	3,476	3,354	44.5	37.8

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9.	1907-8.		1908-9.	1907-8.
September.....	93.1	182	69	3	8.0	2.5
October.....	95.4	679	675	14	41.0	34.0
November.....	94.7	834	712	17	44.0	17.0
December.....	81.3	834	595	29	24.5	49.5
January.....	92.4	1,062	891	24	45.5	99.0
February.....	92.1	598	840	21	54.0	47.0
March.....	91.1	873	749	13	67.0	80.0
April.....	91.4	640	620	17	72.0	45.0
May.....	91.0	922	820	24	18.5	48.5
June.....	91.4	499	319	26	28.5	28.0
Total.....	92.8	7,123	6,290	188	403.0	450.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	71
Other normal schools.....	3
Colleges.....	4
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	8
Elementary education plus irregular or incomplete advanced courses.....	8
Total.....	102

<sup>1</sup> Includes 1 practice teacher of the normal school.

## THIRD DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brightwood, Brightwood.....	8-7	1	1	4-3	2-1	5	18	5				
Brightwood Park, Ninth and Ingraham Streets NW.....				4-3	1	1	1	4	4	4	4	4
Harrison, Thirteenth Street, between V and W Streets NW.....		1	1	1	1	1	1	1	1	8	8	2 9
Hubbard and portable, Kenyon Street, between Eleventh and Twelfth Streets.....	1	1	1	1	2	1	1	1	1	10	3 9	2 11
Monroe, Columbia Road, between Georgia and Sherman Avenues.....	8-7	1	1	1	1	3-2	1	1	1	9	8	2 10
Petworth, Petworth.....	1	1	1	1	1	1	1	2		9	8	9
Phelps, Vermont Avenue, between T and U Streets NW.....	1	1	1	1	1	1	1	1	1	9	8	2 10
Ross and portables, Harvard Street, between Eleventh and Thirteenth Streets NW.....	1	1	1	1	1	1	1	1	1	11	10	2 12
Takoma, Takoma.....	1	1	1	1	1	1	1	1		8	8	8
Woodburn, Riggs and Blair Roads.....	8-6			5-4	3-2	1				4	4	4
Total number of schools:												
1909.....	8	6	9	9	10	9	10	10	6	77	74	85
1908.....	8	5	8	9	8	10	8	9	6	71	67	77

<sup>1</sup> One room vacant, one room used for manual training, and one room for cooking school.<sup>2</sup> Including assistant kindergarten teacher.<sup>3</sup> Including one room in portable school building.<sup>4</sup> Including two rooms in portable school buildings.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brightwood.....	Steam....	Excellent.	Fair.....	Excellent.	Poor <sup>1</sup> ....	Fair <sup>2</sup> ....	Owned.
Brightwood Park....	Furnace and gas engine.	..do.....	Good <sup>3</sup> ....	..do.....	Very good	Poor <sup>4</sup> ....	Do.
Harrison.....	Furnace and fan.	..do.....	..do.....	..do.....	Good.....	Fair.....	Do.
Hubbard.....	Furnace and fan.	..do.....	..do.....	..do.....	Excellent.	Excellent.	Do.
Monroe.....	Furnace and fan.	..do.....	Fair.....	..do.....	Good <sup>5</sup> ....	Fair.....	Do.
Petworth.....	Furnace and fan.	..do.....	Good.....	..do.....	Excellent <sup>7</sup>	..do.....	Do.
Phelps.....	Furnace and fan.	..do.....	..do.....	..do.....	Poor <sup>6</sup> ....	Poor.....	Do.
Ross.....	Furnace and fan.	..do.....	Excellent.	..do.....	Excellent.	Excellent.	Do.
Takoma.....	..do.....	..do.....	..do.....	..do.....	..do <sup>7</sup> ....	Good <sup>8</sup> ....	Do.
Woodburn.....	Furnace and fan.	..do.....	Good.....	Poor.....	..do.....	Excellent.	Do.
3224 Eleventh Street NW, <sup>9</sup>	Stoves..	Fair.....	..do.....	..do.....	Practically none. <sup>11</sup>	None.....	Rented.
3226 Eleventh Street NW, <sup>9</sup>	..do.....	..do.....	..do.....	..do.....	None.....	..do.....	Do.
3232 Eleventh Street NW, <sup>10</sup>	..do.....	..do.....	..do.....	Good.....	..do.....	..do.....	Do.
3234 Eleventh Street NW, <sup>10</sup>	..do.....	Good.....	..do.....	..do.....	..do.....	..do.....	Do.

<sup>1</sup> The basement floors of this building are brick; should be concrete; are insanitary.<sup>2</sup> Concrete driveway should be built from the gate to the coal chute.<sup>3</sup> Ventilation not as good as in other buildings with same system.<sup>4</sup> Not fenced in or properly graded; no good walks.<sup>5</sup> No proper playroom for girls; good room for boys.<sup>6</sup> Boys' playroom used for fuel room.<sup>7</sup> For boys only.<sup>8</sup> Excellent in size; needs proper grading and drainage.<sup>9</sup> Used for cooking and cutting and fitting classes.<sup>10</sup> Used for manual-training classes.<sup>11</sup> Not over 8 feet in depth.TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Brightwood.....			
Brightwood Park.....			
Harrison.....			
Hubbard.....	2	2	1, 2
Hubbard portable.....			
Monroe.....	2	2	1, 2
Petworth.....	2	2	1, 1
Phelps.....	2	2	1, 2
Ross.....	2	2	1, 1-2
Ross portable.....			
Takoma.....		2	
Woodburn.....			
Total.....	10	12	

No half-day schools above second grade, 1909.

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	265	225	233	194	219	183	33.1	29.1
Seventh.....	6	5	293	284	269	246	254	234	48.8	44.8
Sixth.....	9	8	390	440	342	296	316	275	43.3	38.8
Fifth.....	9	9	369	366	340	327	320	304	41.0	37.7
Fourth.....	10	8	394	412	361	367	335	340	39.4	36.4
Third.....	9	10	393	373	339	341	314	318	43.6	37.9
Second.....	10	8	369	418	327	339	302	309	36.9	32.7
First.....	10	9	402	405	384	348	352	315	46.2	38.8
Total.....	71	65	2,935	2,823	2,595	2,458	2,412	2,278	41.3	36.5
Kindergarten.....	6	6	240	248	165	178	146	157	40.0	27.5
Total.....	77	71	3,175	3,071	2,760	2,636	2,558	2,435	41.2	35.8

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute services.	
		1908-9	1907-8		1908-9	1907-8
September.....	96.5	73	36	.....	10.0	8.4
October.....	95.6	343	356	6	53.5	29.0
November.....	94.6	421	359	8	21.5	11.1
December.....	92.7	449	330	12	11.5	47.4
January.....	92.4	513	515	29	46.5	6.1
February.....	91.9	365	441	4	12.0	52.5
March.....	90.3	360	372	7	33.0	55.0
April.....	91.6	252	240	5	7.0	52.5
May.....	90.5	471	351	7	16.5	58.0
June.....	92	273	165	10	14.0	27.0
Total.....	92.8	3,520	3,165	88	225.5	400.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens and nongraduates.

Washington Normal School No. 1.....	.....
Other normal schools.....	.....
Colleges.....	.....
Kindergartens.....	.....
Nongraduates of above courses, viz:	.....
Graduates from academies or high schools, with or without advanced courses.....	.....
Elementary education plus irregular or incomplete advanced courses.....	.....
Total.....	.....

## FOURTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Abbot, Sixth Street and New York Avenue NW.	1	1	1	1	{ 1 4 3 }	1	1	2	....	10	9	10
Franklin, Thirteenth and K Streets NW.....	1	....	2	2	{ 2 1 }	2	2	2	....	<sup>1</sup> 13	<sup>2</sup> 17	9
Gage, Second Street above U Street NW.....	1	1	1	1	{ 1 4-3 }	1	2	2	1	12	12	<sup>3</sup> 13
Henry, P Street between Sixth and Seventh Streets NW.....	1	2	1	2	2	3	1	....	....	12	12	12
Morse, R Street between New Jersey Avenue and Fifth Street NW.....	1	1	....	1	{ 1 4-3 }	1	2	2	....	10	8	10
Polk, Seventh and P Streets NW.....	1	....	2	1	1	....	1	3	1	10	8	<sup>2</sup> 11
Seaton, I Street between Second and Third Streets NW.....	1	1	1	1	1	1	2	2	2	<sup>4</sup> 12	12	<sup>5</sup> 11
Thomson, Twelfth Street between K and L Streets NW.....	1	2	....	....	....	....	....	....	1	4	<sup>6</sup> 6	<sup>7</sup> 5
Twining, Third Street between N and O Streets NW.....	1	1	1	1	1	1	1	1	....	8	8	8
Webster, Tenth and H Streets NW.....	1	1	2	2	2	2	2	2	....	14	12	14
Total number of schools:												
1909.....	10	10	11	12	15	12	14	16	5	105	104	103
1908.....	10	10	11	12	15	12	16	16	5	107	103	105

<sup>1</sup> Eight practice schools under the supervision of 4 normal teachers.<sup>2</sup> One room used for normal school and 7 for other purposes.<sup>3</sup> Includes assistant kindergarten teacher.<sup>4</sup> Four practice schools under the supervision of 2 normal teachers.<sup>5</sup> Includes 1 kindergarten practice teacher of the normal school.<sup>6</sup> One room used for manual training and 1 room for cooking school.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Abbot.....	Furnace and hot water.	Excellent <sup>1</sup>	Fair.....	Excellent	None.....	None.....	Owned.
Franklin.....	Steam.....	do. <sup>2</sup>	Poor.....	Good.....	Excellent <sup>3</sup>	do.....	Do.
Henry.....	do.....	do. <sup>4</sup>	Fair.....	do.....	Boys', poor. Girls', good. <sup>5</sup>	Good.....	Do.
Morse.....	Furnace <sup>6</sup>	Excellent	Good.....	Excellent	Fair.....	do.....	Do.
Polk.....	Furnace	do.....	do.....	do.....	Good.....	Girls', small.	Do.
Thomson.....	do.....	Fair.....	Poor.....	Poor.....	Insufficient	None.....	Do.
Twining.....	do.....	Excellent	Good.....	Excellent	Fair.....	Girls', excellent. Boys', poor. <sup>7</sup>	Do.
Webster.....	Steam.....	do. <sup>8</sup>	Poor.....	do.....	do.....	None.....	Do.
1017 Twelfth Street NW. <sup>9</sup>	do.....	Fair.....	Good.....	Good.....	None.....	do.....	Rented.
607-609 O Street NW. <sup>10</sup>	do.....	Good.....	Poor.....	Fair.....	do.....	do.....	Do.
212 H Street NW. <sup>11</sup>	Hot water.	Fair.....	do.....	Good.....	do.....	do.....	Do.
624-626 O Street NW. <sup>12</sup>	Steam.....	Good.....	do.....	Fair.....	do.....	do.....	Do.
1622 Seventh Street NW. <sup>13</sup>	Furnace...	Poor.....	do.....	do.....	do.....	do.....	Do.
1023 Twelfth Street NW. <sup>14</sup>	do.....	Excellent	Fair.....	do.....	do.....	do.....	Do.
1213 Twelfth Street NW.	do.....	Poor.....	Poor.....	Good.....	do.....	Small.....	Do.
1626 Seventh Street NW. <sup>15</sup>	do.....	Fair.....	do.....	Fair.....	do.....	None.....	Do.

<sup>1</sup> Six rooms excellent; 3 good.<sup>2</sup> Five rooms poor.<sup>3</sup> Boys' playrooms insufficient.<sup>4</sup> Southwest rooms poor.<sup>5</sup> Too small.<sup>6</sup> Provision should be made for an extra furnace or for a larger one.<sup>7</sup> Unfit for ordinary use on account of muddy condition.<sup>8</sup> Poor in 4 rooms; fair in 2 rooms; satisfactory in 6 rooms.<sup>9</sup> Used by kindergartens and offices.<sup>10</sup> Used for cooking, cutting and fitting, and McKinley Manual Training School classes.<sup>11</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>12</sup> Used for manual training classes and classes of McKinley Manual Training School.<sup>13</sup> Used for classes of McKinley Manual Training School.<sup>14</sup> Used for manual training and cooking classes.<sup>15</sup> Latrobes.TABLE III.—*Showing half-day schools.*

	Half-day schools.		Grades of half-day schools. 1909.
	1909	1908	
Abbot.....	2	4	1, 1
Franklin.....			
Gage.....		4	
Henry.....		2	
Morse.....	4	4	1, 1, 2
Polk.....	4	4	1, 1, 1
Seaton.....			
Thomson.....			
Twining.....		2	
Webster.....	4	4	1, 1, 2
Total.....	14	24	

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	10	410	411	354	372	339	358	41.0	35.4
Seventh.....	10	10	436	444	383	383	362	362	43.6	38.3
Sixth.....	11	11	478	464	437	417	414	393	43.4	39.7
Fifth.....	12	12	542	548	480	487	450	457	45.1	40.0
Fourth.....	15	15	552	545	475	478	467	447	36.8	31.6
Third.....	12	12	553	548	473	486	424	459	46.0	39.4
Second.....	14	16	506	541	479	485	447	456	36.1	34.2
First.....	16	16	648	633	583	548	509	509	40.5	36.4
Total.....	100	102	4,125	4,134	3,664	3,656	3,412	3,441	41.2	36.6
Kindergarten.....	5	5	216	259	152	167	133	145	43.2	30.4
Total.....	105	107	4,341	4,393	3,816	3,823	3,545	3,586	41.3	36.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.1	56	37	.....	12.0	5.5
October.....	95.5	306	402	11	47.5	31.0
November.....	94.2	411	344	17	18.5	32.0
December.....	92.9	420	321	13	35.5	25.5
January.....	93.1	483	421	16	44.5	71.5
February.....	93.4	294	394	4	69.5	23.0
March.....	91.6	391	447	13	56.5	34.5
April.....	92.1	285	271	7	27.0	56.5
May.....	91.4	440	373	15	12.0	89.5
June.....	93.4	291	179	7	18.5	24.5
Total.....	93.3	3,377	3,189	103	341.5	393.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	67
Other normal schools.....	6
Colleges.....	0
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	5
Elementary education, plus irregular or incomplete advanced courses.....	8
Total.....	96



## FIFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Arthur, Arthur Place NW.....	8-7	....	1	1	1	1	1	2	1	9	8	10
Blake, North Capitol Street, between K and L Streets, NW.....	1	1	1	1	1	1	1	1	....	8	8	8
Brookland, Brookland, D. C.....	1	1	1	{ 1 5-4 }	+3	1	{ 1 2-1 }	1	1	11	12	12
Carbery, Fifth Street, between D and E Streets, NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Eckington, First and Quincy Streets NE.....	1	....	1	1	1	1	1	1	1	8	8	9
Emery, Lincoln Avenue and Prospect Street NE.....	1	2	2	2	2	2	2	2	1	16	16	17
Gales, First and G Streets NW.....	1	1	1	2	1	2	1	1	....	10	12	10
Langdon, Langdon.....	1	1	1	1	1	1	1	1	....	8	10	8
Total number of schools:												
1909.....	8	7	9	11	9	10	10	10	5	79	82	84
1908.....	8	7	8	11	9	10	10	10	5	78	74	83

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used by an ungraded class and one room vacant.<sup>3</sup> One room used by a cooking school and one room vacant.

TABLE II.—Showing condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Arthur.....	Furnace...	Excellent.	Good.....	Excellent.	Excellent.	Excellent.	Owned.
Blake.....	do.....	do.....	do.....	do.....	do. <sup>1</sup>	Small.	Do.
Brookland.....	Steam.....	do. <sup>2</sup>	do.....	do.....	do. <sup>3</sup>	Insufficient	Do.
Carbery.....	Furnace.....	do.....	do.....	do.....	Fair <sup>1</sup>	Insufficient	Do.
Eckington.....	do.....	do.....	Excellent.	do.....	Excellent.	Insufficient	Do.
Emery.....	Steam.....	do. <sup>2</sup>	Good.....	do.....	do.....	do.....	Do.
Gales.....	do.....	do.....	do.....	do.....	Fair.	Parking...	Do.
Langdon.....	Furnace.....	do.....	do.....	Poor <sup>4</sup>	Excellent.	Ample <sup>5</sup>	Do.
Brookland Manual Training, Bunker Hill Road. <sup>6</sup>	Stoves....	Fair.....	Fair.....	do.....	None.....	None.....	Rented.

<sup>1</sup> In this school the boys' play room is used as a coal vault. Vault should be built to relieve play room.<sup>2</sup> Except in four rooms.<sup>3</sup> Inconvenient access to one play room.<sup>4</sup> Modern closets to be installed.<sup>5</sup> Not prepared for play.<sup>6</sup> Used for manual training.

TABLE III.—Showing half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Arthur.....			1, 1
Blake.....	2	2	
Brookland.....			
Carbery.....			
Eckington.....	2	2	1,
Emery.....		4	
Gales.....		2	
Langdon.....			
Total.....	4	10	

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	296	303	275	263	261	253	37.0	34.3
Seventh.....	7	7	319	299	234	253	224	241	45.5	33.4
Sixth.....	9	8	406	382	349	313	327	292	45.1	38.7
Fifth.....	11	11	459	427	396	384	392	362	41.7	36.0
Fourth.....	9	9	366	399	357	352	323	331	40.6	39.6
Third.....	10	10	409	401	349	352	318	330	40.9	34.9
Second.....	10	10	407	424	344	346	331	322	40.7	34.4
First.....	10	10	413	441	369	363	329	332	41.3	36.9
Total.....	74	73	3,075	3,076	2,673	2,626	2,505	2,463	41.5	36.1
Kindergarten.....	5	5	234	232	169	164	148	141	46.8	33.8
Total.....	79	78	3,309	3,308	2,842	2,790	2,653	2,604	41.8	35.9

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.1	113	54	3	12.5	3.0
October.....	95.2	504	425	23	47.5	38.5
November.....	94.5	522	454	10	45.5	24.0
December.....	92.8	457	396	22	21.0	10.0
January.....	93.1	505	545	24	44.5	26.5
February.....	93.6	334	437	36	15.0	37.5
March.....	91.8	465	430	8	34.0	34.0
April.....	92.1	297	297	4	27.0	19.0
May.....	91.6	446	459	11	12.5	53.5
June.....	93.0	273	198	10	14.0	4.0
Total.....	93.3	3,916	3,695	151	273.5	250.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	57
Other normal schools.....	5
Colleges.....	1
Kindergartens.....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	6
Elementary education plus irregular or incomplete advanced courses.....	5
Total.....	84

## SIXTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten	Total.	Schoolrooms.	Number of teachers.
Benning and portable, Benning.....	8 7	.....	6 5	.....	4 3	3 2	.....	1	.....	5	15	5
Blair, I Street between Sixth and Seventh Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Blow, Nineteenth Street and Benning Road NE.....	.....	.....	1	1	1	1	1	1	1	7	3	28
Hamilton, Bladensburg Road.....	.....	7 6	.....	5 4	.....	3 2	.....	1	1	4	4	4
Hayes, Fifth and K Streets NE.....	1	1	1	1	1	1	1	1	1	8	8	8
Kenilworth, Kenilworth.....	.....	.....	6 5	.....	4 3	.....	2 1	.....	.....	3	1	3
Ludlow, G and Sixth Streets NE.....	1	1	1	1	1	1	1	1	1	8	8	8
Madison, Tenth and G Streets NE.....	1	1	1	1	1	2	2	.....	.....	9	8	9
Pierce, G and Fourteenth Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Taylor, Seventh Street, near G Street NE.....	1	1	1	1	1	1	.....	2	1	9	8	10
Webb, Fifteenth and Rosedale Streets NE.....	1	1	1	1	1	1	2	2	.....	10	8	10
Wheatley, Twelfth and N Streets NE.....	1	1	1	1	1	1	1	2	1	10	8	11
Total number of schools:												
1909.....	9	9	11	10	11	12	11	13	5	91	85	96
1908.....	9	7	11	10	11	10	13	12	5	88	84	94

<sup>1</sup> Includes one room in portable school building.<sup>2</sup> Includes assistant kindergarten teacher.<sup>3</sup> One room vacant.<sup>4</sup> One room used for manual training.

TABLE II.—Showing condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning <sup>1</sup> .....	Stoves..	Good.....	None.....	Poor.....	None.....	Good.....	Owned.
Blair.....	Furnace	Excellent..	Good.....	Excellent..	Excellent..	Ample.....	Do.
Blow.....	do.....	do.....	Excellent..	do.....	do.....	Excellent..	Do.
Hamilton.....	Stoves..	Good.....	None.....	Poor.....	None.....	Good.....	Do.
Hayes.....	Furnace	Excellent..	Excellent..	Good.....	Excellent..	Boys', fair; Girls', small.	Do.
Kenilworth <sup>1</sup> .....	do.....	do.....	do.....	Poor.....	do.....	Good.....	Do.
Ludlow.....	do.....	do.....	do.....	Excellent..	do.....	Excellent..	Do.
Madison.....	do.....	do.....	Fair.....	do.....	do.....	Small.....	Do.
Pierce.....	do.....	do.....	do.....	do.....	do.....	Boys', very small; girls', small.	Do.
Taylor.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
Webb.....	do.....	do.....	Excellent..	do.....	do.....	Ample.....	Do.
Wheatley.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
1338 H Street NE. <sup>2</sup> .....	Stove...	Good.....	Fair.....	Fair.....	None.....	Small.....	Rented.
Northeast Industrial <sup>3</sup> .....	Furnace	do.....	Poor.....	Fair.....	None.....	Ample.....	Do.

<sup>1</sup> Transferred to this division March, 1908.<sup>2</sup> Used for cooking school.<sup>3</sup> Used for manual training, cooking, and cutting and fitting.

TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Benning.....			
Benning, portable.....			
Blair.....	2	2	1, 2
Blow.....			
Hamilton.....			
Hayes.....			
Kenilworth.....			
Ludlow.....			
Madison.....	2		2, 2
Pierce.....	2		1, 2
Taylor.....	2	2	1, 1
Webb.....	4	2	1, 1, 2, 2
Wheatley.....	4	2	K, 1, 1, 2
Total.....	16	12	

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	9	284	253	248	211	235	200	31.5	27.5
Seventh.....	9	7	343	314	298	276	282	260	38.1	33.1
Sixth.....	11	11	383	412	342	347	321	326	34.8	31.0
Fifth.....	10	10	446	429	385	377	377	352	44.6	38.5
Fourth.....	11	11	393	452	384	414	347	387	35.7	34.9
Third.....	12	10	480	450	445	402	416	371	40.0	37.0
Second.....	11	13	426	517	382	462	357	426	38.7	34.7
First.....	13	12	561	482	457	419	419	383	43.1	35.0
Total.....	86	83	3,316	3,309	2,941	2,908	2,754	2,705	38.5	34.1
Kindergarten.....	5	5	198	215	155	155	139	137	39.6	31.0
Total.....	91	88	3,514	3,524	3,096	3,063	2,893	2,842	38.6	34.0

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	95.5	141	65	2	1.0	2.0
October.....	95.4	518	661	3	58.0	25.5
November.....	95.3	673	703	18	31.5	36.0
December.....	93.4	649	640	19	49.5	24.0
January.....	93.3	652	891	20	72.0	59.0
February.....	93.1	522	664	14	51.5	49.5
March.....	91.9	606	690	24	48.0	94.0
April.....	90.6	452	466	15	50.5	77.0
May.....	91.4	610	615	17	44.0	51.0
June.....	94.1	424	255	13	15.0	26.0
Total.....	93.4	5,247	5,650	145	421.0	444.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	162
Other normal schools.....	8
Colleges.....	4
Kindergartens.....	29
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	11
Total.....	103

<sup>1</sup> Includes six practice teachers of the normal school.<sup>2</sup> Includes kindergarten training teacher of the normal school.

## SEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools, by buildings.*

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brent, Third and D Streets SE.....	1	1	1	1	1	2	1	1	...	9	8	9
Dent, Second Street and South Carolina Avenue SE.....	1	1	1	1	1	1	2	2	1	10	8	11
Edmonds, Ninth and D Streets NE.....	1	1	1	1	1	2	1	1	...	9	8	9
Hilton, Sixth Street, between B and C Streets NE.....	1	1	1	1	1	1	2	1	...	9	8	9
Maury, B Street, between Twelfth and Thirteenth Streets NE.....	1	1	1	1	1	1	1	1	...	9	8	9
Peabody, Fifth and C Streets NE.....	1	2	2	3	2	1	1	1	1	14	12	15
Towers, Eighth and C Streets SE.....	1	1	1	1	1	1	1	3	...	10	8	10
Wallach, D Street between Seventh and Eighth Streets SE.....	1	1	2	3	3	2	2	...	1	15	14	16
Total number of schools:												
1909.....	7	9	10	12	11	11	12	10	3	85	74	88
1908.....	7	9	10	12	11	11	12	10	3	85	74	88

<sup>1</sup> Includes assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brent.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Small.....	Ample.....	Owned.
Dent.....	do.....	do.....	Excellent.....	do.....	do.....	do.....	Do.
Edmonds <sup>1</sup> .....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
French <sup>2</sup> .....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Hilton.....	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Maury.....	do.....	do.....	Good.....	Good.....	Small.....	Small.....	Do.
Peabody.....	Steam.....	do.....	do.....	Excellent.....	do.....	Fair.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	do.....	Small.....	Do.
Wallach.....	Steam.....	do.....	do.....	do.....	do.....	Ample.....	Do.
646 Massachusetts Avenue NE. <sup>4</sup>	Stoves.....	Good.....	Fair.....	Fair <sup>3</sup> .....	do.....	do.....	Do.
				do.....	None.....	None.....	Rented.

<sup>1</sup> Transferred to this division in March, 1908.<sup>2</sup> Used for manual training, cooking, and cutting and fitting.<sup>3</sup> Provision is made for new water-closets.<sup>4</sup> Used for manual training and cooking.

TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Brent.....	2	2	1, 2
Dent.....	4	4	1, 1, 2, 2
Edmonds.....	2	2	1, 2
Hilton.....	2	2	1, 2
Maury.....	2	2	1, 2
Peabody.....	2	2	1, 1, 2
Towers.....	4	4	1, 1, 1, 2
Wallach.....	2	2	2, 2
Total.....	20	20	

No half-day schools above second grade in 1909.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	305	311	269	276	256	264	43.5	38.4
Seventh.....	9	9	423	389	363	344	344	328	47.0	40.3
Sixth.....	10	10	495	468	446	416	420	394	49.5	44.6
Fifth.....	12	12	553	544	509	503	481	476	46.0	42.4
Fourth.....	11	11	479	523	448	482	420	456	43.5	40.7
Third.....	11	11	460	473	419	426	396	401	41.8	38.0
Second.....	12	12	416	470	383	420	384	394	34.6	31.9
First.....	10	10	469	453	401	394	349	363	46.9	40.1
Total.....	82	82	3,600	3,631	3,238	3,261	3,050	3,076	43.9	39.4
Kindergarten.....	3	3	151	147	107	108	93	93	50.3	35.6
Total.....	85	85	3,751	3,778	3,345	3,369	3,143	3,169	44.1	39.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of attendance, 1908-9.	Cases of tardiness.		Tardi- ness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.2	28	16	.....	12.0	23.0
October.....	95.9	171	201	2	25.0	70.0
November.....	95.2	211	206	20	34.0	49.5
December.....	93.5	231	215	19	56.0	50.5
January.....	92.3	281	302	16	90.5	50.5
February.....	93.4	149	228	10	83.0	46.0
March.....	92.9	247	182	14	46.0	45.0
April.....	92.9	179	160	7	38.0	17.0
May.....	92.8	292	189	19	27.5	44.5
June.....	94.3	137	89	11	27.0	21.0
Total.....	94.1	1,926	1,788	108	439.0	417.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	60
Other normal schools.....	7
Colleges.....	2
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	88

## EIGHTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Amidon, Sixth and F Streets SW.....	1	1	1	1	2	2	2	2	1	10	8	11
Bowen, Sayles J., Third and K Streets SW.....	1	1	1	1	2	2	1	1	1	9	8	9
Bradley, Linworth Place SW.....	1	1	1	1	1	1	1	1	1	9	8	9
Greenleaf, Four-and-a-half Street, between M and N Streets SW.....	1	2	1	2	2	2	2	2	1	10	8	10
Jefferson and portable, Sixth and D Streets SW.....	2	2	4	3	3	2	2	2	2	1	21	22
Potomac, Twelfth Street, between Maryland Avenue and E Street SW.....	1	1	1	1	1	1	1	1	1	4	4	4
Smallwood, I Street, between Third and Four-and-a-half Streets SW.....	1	1	1	1	1	1	1	2	1	10	8	11
Van Ness, Fourth and M Streets SE.....	1	1	1	1	1	1	1	1	1	8	8	9
Total number of schools:												
1909.....	5	5	8	10	11	13	12	13	4	81	73	85
1908.....	5	5	7	8	12	13	11	14	3	78	68	81

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used as office of supervising principal and one room as cooking school. Includes also one room in portable school building.

NOTE.—McCormick school transferred to the 13th division.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Amidon.....	Furnace	Excellent..	Excellent..	Excellent..	Excellent..	Small.....	Owned.
Bowen, Sayles J.....	Steam	Insufficient	do.....	do.....	Good.....	do.....	Do.
Bradley.....	Furnace	Excellent..	Good.....	do.....	Small.....	Excellent..	Do.
Greenleaf.....	do.....	do.....	Excellent..	do.....	do.....	do.....	Do.
Jefferson.....	Steam	do.....	Fair.....	Good.....	do.....	do.....	Do.
Potomac.....	Stoves	do.....	do.....	Excellent..	Excellent..	Excellent..	Do.
Smallwood.....	Furnace	do.....	do.....	Poor.....	None.....	Small.....	Do.
Van Ness.....	do.....	do.....	Good.....	New closets.	Small.....	do.....	Do.
404 Maryland Avenue SW. <sup>2</sup>	Stoves	Good.....	Excellent..	Excellent..	Excellent..	Excellent..	Do.
			Poor.....	Good.....	None.....	Small.....	Rented.

<sup>1</sup> Eight rooms insufficient.<sup>2</sup> Used for cutting and fitting.

TABLE III.—Showing half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Amidon.....	4	4	1,1,2,2
Bowen, Sayles J.....	2	2	1,2
Bradley.....	2	2	1,1
Greenleaf.....	4	4	1,1,2,2
Jefferson.....	4	4	1,1,2,2
Jefferson portable.....			
McCormick I.....		4	
Potomac.....		2	
Smallwood.....	4	4	K,1,1,2
Van Ness.....			
Total.....	20	26	

<sup>1</sup> Transferred to the thirteenth division for manual-training uses.

No half-day schools above second grade in 1909.

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	176	184	154	156	147	149	35.2	30.8
Seventh.....	5	5	260	222	209	185	197	178	52.0	41.8
Sixth.....	8	7	333	309	296	277	277	261	41.6	37.0
Fifth.....	10	8	457	382	418	330	383	313	45.7	41.8
Fourth.....	11	12	502	518	407	453	381	417	45.6	37.0
Third.....	13	13	499	470	420	428	405	401	38.3	32.3
Second.....	12	11	492	511	422	469	381	438	41.0	35.1
First.....	13	14	581	605	510	527	467	485	44.6	39.2
Total.....	77	75	3,300	3,201	2,836	2,825	2,638	2,642	42.8	36.8
Kindergarten.....	4	3	158	108	113	80	98	71	39.5	28.2
Total.....	81	78	3,458	3,309	2,949	2,905	2,736	2,713	42.6	36.4

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percent- age of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.6	37	18	1	6.0	8.0
October.....	95.0	292	290	1	64.0	41.5
November.....	94.4	359	271	17	16.0	28.0
December.....	93.0	283	219	11	32.5	19.0
January.....	92.6	393	372	9	23.0	51.5
February.....	92.2	231	297	6	57.0	63.0
March.....	91.1	297	248	6	57.5	18.0
April.....	90.3	191	155	5	28.5	16.5
May.....	91.5	272	233	22	45.0	47.0
June.....	94.2	119	102	3	12.0	2.5
Total.....	92.8	2,474	2,205	81	341.5	295.0



TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	61
Other normal schools.....	3
Colleges.....	1
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	85

## NINTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bryan, Thirteenth and B Streets SE.....				1	2	2	2-1			6	112	6
Buchanan, E Street between Thirteenth and Fourteenth Streets SE.....	1	1	1	1	1		1	1	1	8	8	29
Congress Heights, Congress Heights.....	8-7		1	1	1	1	{ 1 2-1 2	1		8	8	8
Cranch, Twelfth and G Streets SE.....	1	1	1	1	1	1	2	2		10	8	10
Ketcham, Adams Street between Jackson and Harrison Streets, Anacostia.....		1	1	1	1	1	1	1	1	8	8	29
Lenox, Fifth Street between G Street and Virginia Avenue SE.....	1	1	1	1	1	2	1	2		10	8	16
Orr, Twining City.....		7-6		5-4	4-3		1	1		5	4	5
Stanton, Hamilton Road, Good Hope.....	8-7		6-5		4-3		2-1			4	4	4
Tyler, Eleventh Street between G and I Streets SE.....			1	1	1	1	{ 1 2-1 }	2	1	8	8	29
Van Buren, Jefferson Street, Anacostia.....	1	1	1	1		1	{ 1 2-1 }	1		8	8	8
Van Buren Annex, Washington Street, Anacostia.....				1	1					2	26	2
Total number of schools:												
1909.....	6	6	8	10	11	9	13	11	3	77	82	80
1908.....	6	5	9	9	11	9	13	12	3	77	74	80

<sup>1</sup> Six rooms vacant.<sup>2</sup> Includes assistant kindergarten teacher.TABLE II.—*Showing condition of buildings.*

	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bryan.....	Furnace...	Good.....	Excellent.	Good.....	Excellent.	Fair.....	Owned.
Buchanan.....	do.....	do.....	Good.....	do.....	Good.....	Good.....	Do.
Congress Heights.....	do.....	do.....	Fair.....	Fair.....	Fair.....	Good.....	Do.
Cranch.....	Steam.....	do.....	do.....	Good.....	Good.....	Excellent.	Do.
Ketcham.....	Furnace.....	do.....	do.....	do.....	do.....	Small.....	Do.
Lenox.....	do.....	do.....	Good.....	do.....	do.....	Good.....	Do.
Orr.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
Stanton.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Tyler.....	do.....	do.....	do.....	Fair.....	do.....	do.....	Do.
Van Buren.....	do.....	do.....	do.....	Good.....	do.....	Small.....	Do.
Van Buren Annex.....	Stoves.....	Fair.....	do.....	do.....	do.....	Fair.....	Do.
			do.....	do.....	None.....	Parking..	Do.

<sup>1</sup> Indicates out-door closets.

TABLE III.—*Showing half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
Bryan.....				
Buchanan.....		2		
Congress Heights.....				
Crunch.....	4	4	1, 1, 2, 2	
Kelcham.....				
Lenox.....	4	4	1, 1, 2, 3	1
Orr.....	2	2	1, 2	
Stanton.....				
Tyler.....		2		
Van Buren.....				
Van Buren Annex.....				
Total.....	10	14		1

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	6	219	189	170	153	166	146	36.5	28.3
Seventh.....	6	7	291	288	247	227	228	213	48.5	41.1
Sixth.....	8	7	391	356	318	311	301	295	48.8	39.7
Fifth.....	10	9	431	426	397	385	370	362	43.1	39.7
Fourth.....	11	11	435	462	380	440	355	374	39.5	34.5
Third.....	9	9	460	438	414	415	390	388	51.1	46.0
Second.....	13	13	527	505	487	468	430	446	40.5	39.0
First.....	11	12	539	580	429	529	417	522	49.0	39.0
Total.....	74	74	3,293	3,244	2,842	2,928	2,657	2,746	44.5	38.4
Kindergarten.....	3	3	128	125	90	93	81	82	42.6	30.0
Total.....	77	77	3,421	3,369	2,932	3,021	2,738	2,828	44.4	38.0

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.5	74	42	3	1.0	20.0
October.....	95.0	287	269	21	35.0	43.0
November.....	94.6	443	297	24	36.0	20.5
December.....	91.9	330	297	32	57.0	32.0
January.....	91.7	402	481	28	42.0	20.5
February.....	93.7	269	375	11	47.5	56.5
March.....	92.9	414	328	17	51.5	35.0
April.....	92.2	307	284	14	38.5	32.0
May.....	91.4	449	364	13	50.5	22.5
June.....	93.4	261	154	16	22.5	17.5
Total.....	93.3	3,236	2,891	179	381.5	299.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	(6)
Other normal schools.....	2
Colleges.....	3
Kindergartens.....	6
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	7
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	(8)

## UNGRADED SCHOOLS, 1-9 DIVISIONS.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
<b>Atypical:</b>												
Bowen, Third and K Streets SW.....										1	(1)	1
25 Fifth Street SE.....										1	1	1
Greenleaf, Four-and-a-half between M and N Streets SW.....										1	(1)	1
3233 N Street NW.....										1	1	1
625 Q Street NW.....										1	6	1
<b>Incorrigible:</b>										1	(2)	1
Gales, First and G Streets NW.....										1	(1)	2
Hyde, O Street between Thirty-second and Thirty-third Streets NW.....										1	(1)	1
605 P Street NW.....										1	1	2
Total number of schools:										9	9	11
1909.....										6	6	7
1908.....												

<sup>1</sup>Room counted in with building elsewhere.<sup>2</sup>Room counted above.

TABLE II.—Showing condition of buildings.

	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
<b>Atypical:</b>							
Bowen.....	Steam	Fair	Fair	Excellent	Excellent	Excellent	Owned.
25 Fifth St. SE.....	Latrobes	Good	do	Fair	None	Small	Rented.
Greenleaf.....	Furnace	Poor	Poor	Good	Good	Good	Owned.
3233 N St. NW.....	Furnace and latrobes.	Fair	do	Poor	None	do	Rented.
625 Q St. NW.....	Latrobe and stove.	do	Good	Good	do	None	Do.
<b>Ungraded:</b>							
Gales.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Hyde.....	(2)	Poor	Poor	(2)	(2)	(2)	(2)
605 P St. NW.....	Furnace	Good	Good	Fair	None	None	Rented.

<sup>1</sup> See Table II, fifth division.<sup>2</sup> See Table II, first division.

TABLE III.—Showing number of half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
None.....				

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	9	6	173	101	116	67	105	59	19.2	12.8
Kindergarten.....										
Total.....	9	6	173	101	116	67	105	59	19.2	12.8

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	82.6	3		2		
October.....	91.9	41			3.0	
November.....	92.9	35	5	6	1.0	
December.....	90.8	43	22		1.0	
January.....	89.5	66	54		7.0	
February.....	89.0	32	51	2		2.0
March.....	89.0	43	46			
April.....	87.5	39	21			
May.....	87.1	51	52	2	7.5	
June.....	89.8	26	33			
Total.....	89.4	379	284	16	19.5	2.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	3
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates from academies or high schools with or without advanced courses.....	2
Elementary education plus irregular or incomplete advanced courses.....	1
Total.....	11

NOTE.—Nearly all the teachers of ungraded classes have attended schools for the training of teachers of sub-normal children or have had teaching experience in institutional work.

## TENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Briggs, Twenty-second and E Streets NW.	1	.....	.....	.....	1	2	2	3	1	10	8	11
Chain Bridge Road, Chain Bridge Road.	.....	.....	.....	.....	5-3	2-1	.....	.....	.....	2	1	2
Magruder, M Street between Sixteenth and Seventeenth Streets NW.	.....	.....	.....	.....	2	2	2	2	1	29	38	48
Miner, Seventeenth and Church Streets, NW.	1	2	2	1	1	1	1	1	1	11	10	12
Montgomery, Twenty-seventh Street between I and K Streets NW.	1	1	1	1	1	1	2	1	.....	9	8	9
Phillips, N Street between Twenty-seventh and Twenty-eighth Streets NW.	.....	1	.....	1	1	2	2	2	1	10	8	11
Reno, Howard Avenue near Fort Reno.	8-6	.....	.....	5-4	.....	3-2	.....	1	.....	4	4	4
Stevens, Twenty-first Street between K and L Streets NW.	1	2	2	3	3	3	3	3	1	21	20	22
Sumner, M and Seventeenth Streets NW.	1	1	1	2	.....	.....	.....	.....	.....	5	10	5
Wilson, Seventeenth Street between Euclid Street and Kalorama Road NW.	8-7	7-6	.....	1	1	2	2	2	.....	10	8	10
Wilson Annex, 2412 Seventeenth Street NW.	.....	.....	.....	.....	.....	.....	.....	1	.....	1	1	12
Wormley, Prospect Street between Thirty-third and Thirty-fourth Streets NW.	.....	1	1	1	1	1	1	1	2-1	8	8	8
Total number of schools:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1909.....	7	9	7	11	12	15	16	17	6	100	94	104
1908.....	7	8	9	11	13	13	18	17	6	102	94	106

<sup>1</sup> Includes assistant kindergarten teacher.

<sup>2</sup> Five practice schools under the supervision of three normal teachers.

<sup>3</sup> One room used by kindergarten training teacher of the normal school.

<sup>4</sup> Includes three normal practice teachers and one kindergarten practice teacher of the normal school.

<sup>5</sup> One room used for manual training and one room used for cooking school.

<sup>6</sup> Four rooms used by normal school and one room used for library for teachers.

TABLE II.—Showing condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs.....	Furnace	Excellent.	Poor <sup>1</sup> .....	Excellent.	Excellent.	Small.....	Owned.
Chain Bridge Road.....	Stoves	.....do.	.....do.	Poor.....	None.....	Good.....	Do.
Magruder.....	Furnace	.....do.	Good <sup>2</sup> .....	Fair <sup>3</sup> .....	Excellent.	Ample.....	Do.
Miner.....	.....do.	Good.....	Fair.....	Excellent.	Good.....	Small.....	Rented.
Montgomery.....	.....do.	Excellent.	Excellent.	.....do.	Excellent.	Ample.....	Owned.
Phillips.....	.....do.	.....do.	.....do. <sup>4</sup> .....	Poor.....	.....do.	.....do.	Do.
Reno.....	.....do.	.....do.	.....do.	Excellent.	.....do.	Excellent.	Do.
Stevens.....	Steam.....	.....do.	.....do.	.....do.	.....do.	Extremely small.	Do.
Sumner.....	.....do.	.....do.	Poor <sup>1</sup> .....	.....do.	.....do.	.....do.	Do.
Wilson.....	Furnace	.....do.	Fair.....	Good <sup>1</sup> .....	Poor.....	Ample.....	Do.
Wilson Annex (Mount Nebo Baptist Church, Seventeenth and Euclid Streets). <sup>5</sup>	Stove.....	Poor.....	Poor.....	Poor.....	Excellent.	Poor.....	Do.
Wormley.....	.....do.	.....do.	.....do.	.....do.	None.....	None.....	Rented.
1606 M Street NW. <sup>6</sup>	Furnace	Excellent.	Excellent <sup>3</sup> .....	Excellent.	Excellent.	Limited.....	Owned.
St. Luke's Parish Hall, Fifteenth and Church Streets. <sup>7</sup>	Steam.....	Fair.....	Fair.....	Good.....	None.....	None.....	Rented.
1120 Twentieth Street NW. <sup>8</sup>	Stoves.....	.....do.	.....do.	.....do.	.....do.	.....do.	Do.
1024 Twenty-first Street NW. <sup>9</sup>	.....do.	Poor.....	Poor.....	Poor.....	.....do.	.....do.	Do.
	Latrobes	.....do.	.....do.	.....do.	.....do.	.....do.	Do.

<sup>1</sup> A fan is needed.

<sup>2</sup> Provision has been made for new ventilating plant.

<sup>3</sup> Indicates dry closets. Provision has been made for new closets.

<sup>4</sup> Used by graded schools.

<sup>5</sup> Used for kindergarten.

<sup>6</sup> Used by cutting and fitting classes.

<sup>7</sup> Used by an atypical school.

<sup>8</sup> Used for cooking school.

<sup>9</sup> Used by an incorrigible school.

TABLE III.—Showing number of half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1909.
	1909	1908	
Briggs.....	4	4	1, 1, 1, 2
Chain Bridge Road.....			
Magruder.....	4	4	1, 1, 2, 2
Miner.....	2	2	1, 2
Montgomery.....	2	2	1, 2
Phillips.....	4	4	1, 1, 2, 2
Reno.....		2	
Stevens.....	6	6	1, 1, 1, 2, 2, 2
Sumner.....			
Wilson.....	4	4	1, 1, 2, 2
Wormley.....			
Total.....	26	32	

No half-day schools above second grade in 1909.

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	222	225	205	218	192	209	31.7	29.2
Seventh.....	9	8	329	291	304	253	304	242	36.5	33.7
Sixth.....	7	9	399	388	310	333	289	318	57.0	44.2
Fifth.....	11	11	466	470	381	399	306	384	42.3	34.6
Fourth.....	12	13	487	502	396	450	372	427	40.5	33.0
Third.....	15	13	620	565	535	473	511	448	41.3	35.6
Second.....	16	18	665	719	561	625	518	595	41.5	35.0
First.....	17	17	716	800	590	702	558	649	42.1	34.7
Total.....	94	96	3,904	3,960	3,282	3,453	3,110	3,272	41.5	34.9
Kindergarten.....	6	6	276	295	191	207	172	185	46.0	31.6
Total.....	100	102	4,180	4,255	3,473	3,660	3,282	3,457	41.8	34.7

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	98.0	59	20	1	10.0	6.0
October.....	96.1	299	347	6	66.5	13.0
November.....	94.1	389	376	3	47.0	58.0
December.....	93.6	345	285	19	38.0	45.5
January.....	94.2	427	397	7	62.0	58.5
February.....	94.0	293	304		52.5	44.5
March.....	94.4	258	328	3	39.0	58.5
April.....	93.4	210	242	3	41.5	13.0
May.....	93.9	272	309	12	20.5	26.5
June.....	94.9	139	108	7	27.5	23.5
Total.....	94.3	2,691	2,716	61	404.5	347.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	82
Other normal schools.....	1
Colleges.....	0
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	2
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	104

## ELEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Bruce, Kenyon Street between Georgia and Sherman Avenues NW.....	8-6			5-4		1	1	1	1	6	18	7
Bunker Hill Road, Bunker Hill Road.....		7-4						3-1		2	1	2
Cook, O Street between Fourth and Fifth Streets NW.....	1	1	1	1	1	2	2	2		11	11	11
Fort Slocum, Blair Road.....						6-3		2-1		2	1	2
Garnet, and two portable buildings, Tenth and U Streets NW.....	1	1	2	2	2	2	3	3	1	17	14	17
Garrison and portable, Twelfth Street between R and S Streets NW.....	1	1	1	1	2	1	2	2		11	9	11
Langston, P Street between North Capitol and First Streets NW.....		1	1	1	1	1	1	1	1	8	8	9
Military Road, Military Road near Brightwood.....	8-5				4-3					2	2	2
Military Road Annex, Rock Creek Ford Road.....								2-1		1	1	1
Mott, Fourth and Trumbull Streets NW.....	1	1	1	1	1	2	3	3	1	14	16	15
Orphans' Home, Eighth Street extended NW.....		7-4				3-1				2	2	2
Patterson, Vermont Avenue near U Street NW.....			1	1	1	2	1	3		10	8	10
Patterson Annex, Tenth and V Streets NW.....									1	1	1	2
Slater, P Street between North Capitol and First Streets NW.....	1	1	1	1	1	1	2	2		10	8	10
Total number of schools:												
1909.....	7	9	8	9	10	14	15	20	5	97	90	101
1908.....	7	7	8	8	11	12	15	20	4	92	83	97

<sup>1</sup> One room used by cooking school and one for cutting and fitting school.<sup>2</sup> Includes assistant kindergarten teacher.<sup>3</sup> Includes one room used for cooking, one room for manual training, and one room for engine-room.<sup>4</sup> Includes two rooms in two portable school buildings and one room used for cooking school.<sup>5</sup> Includes one room in one portable school building.

TABLE II.—Showing condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bruce.....	Furnace...	Excellent.	Excellent.	Good.....	Excellent.	Good.....	Owned.
Bunker Hill Road.....	Stoves.....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Cook.....	Stoves and furnace.	Excellent.	Good.....	Fair.....	do.....	None.....	Do.
Fort Slocum.....	Stoves.....	Good.....	Poor.....	Poor.....	do.....	Good.....	Do.
Garnet.....	Steam.....	Excellent.	do.....	do.....	do.....	Good.....	Do.
Garrison.....	Furnace.....	do.....	Fair.....	Excellent.	Fair.....	Poor.....	Do.
Langston.....	do.....	Fair.....	do.....	do.....	Excellent.	Fair.....	Do.
Military Road.....	Stoves.....	do.....	Excellent.	do.....	do.....	Poor.....	Do.
Military Road Annex.....	do.....	do.....	Poor.....	Poor.....	None.....	Excellent.	Do.
Mott.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Orphans' Home.....	Furnace...	Excellent.	Excellent.	Excellent.	Good.....	Fair.....	Do.
Patterson.....	do.....	do.....	Fair.....	Good.....	None.....	Good.....	(1)
Patterson Annex.....	do.....	Good.....	do.....	Excellent.	Fair.....	Poor.....	Owned.
Seventh Day Adventists' Church.....	do.....	do.....	Fair.....	Good.....	None.....	None.....	Rented.
Slater.....	do.....	Excellent.	do.....	Excellent.	Fair.....	Poor.....	Owned.

<sup>1</sup> Neither owned nor rented.

TABLE III.—Showing number of half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
Bruce.....		2		
Cook.....	6	4	1,1,2,2,3,3	2
Garnet.....	6	4	1,1,1,2,2,2	
Garnet portable buildings.....	2		3,3	2
Garrison.....	4	4	1,1,2,2	
Garrison portable.....				
Langston.....		2		
Mott.....		6		
Patterson.....	4	4	1,1,1,2	
Slater.....	4	4	1,1,2,2	
Total.....	26	30		4

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	222	217	209	220	195	212	31.7	29.8
Seventh.....	9	7	320	258	209	217	263	203	35.5	29.8
Sixth.....	8	8	355	354	316	294	303	284	44.3	39.5
Fifth.....	9	8	430	411	378	366	359	350	47.7	42.0
Fourth.....	10	11	455	478	397	411	386	391	45.5	39.7
Third.....	14	12	577	466	486	422	465	404	41.2	34.7
Second.....	15	15	631	703	564	615	526	581	42.0	37.6
First.....	20	20	829	847	695	730	644	671	41.4	34.7
Total.....	92	88	3,819	3,734	3,314	3,275	3,141	3,102	41.5	36.0
Kindergarten.....	5	4	236	229	172	159	161	148	47.2	34.4
Total.....	97	92	4,055	3,963	3,486	3,434	3,302	3,250	41.8	35.9

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	98.7	55	9		6.0	
October.....	96.1	264	261	2	16.0	6.5
November.....	94.5	336	312	3	26.5	21.5
December.....	94.6	316	290	3	15.0	25.0
January.....	94.4	376	390	5	37.0	59.0
February.....	94.9	244	270	1	49.0	35.0
March.....	93.5	264	311		34.0	41.5
April.....	94.2	191	201	1	61.0	12.5
May.....	94.3	319	248	2	70.5	25.5
June.....	95.8	175	69	3	27.5	4.0
Total.....	94.8	2,540	2,361	20	342.5	230.5



TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	80
Other normal schools.....	5
Colleges.....	3
Kindergartens.....	9
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	2
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	101

## TWELFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Banneker, Third Street between K and L Streets NW.....	1	1	1	1	1	1	2	2	.....	10	8	10
Burrville, Burrville.....	7-6	.....	.....	1	1	3-2	.....	1	.....	4	2	2
Deanwood, Deanwood.....	.....	.....	.....	.....	1	1	.....	.....	.....	2	4	4
Deanwood annex, 4724 Sheriff Road.....	.....	.....	.....	.....	.....	.....	1	1	.....	2	1	2
Douglass, First and Pierce Streets NW.....	.....	.....	1	1	1	2	2	1	1	9	8	10
Ivy City and portable, Ivy City.....	7-5	.....	.....	4-3	.....	1	1	1	.....	4	23	4
Jones, First and L Streets NW.....	1	1	.....	1	2	1	1	3	.....	16	8	10
Logan, Third and G Streets NE.....	1	1	1	1	1	2	2-1	1	.....	10	8	10
Lovejoy, Twelfth and D Streets NE.....	1	1	1	1	2	1	2	1	.....	10	8	10
Lovejoy portable, on site of Lovejoy School.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	31	1
Lovejoy Annex, 1129 G Street NE.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	43	12
Payne, Fifteenth and C Streets SE.....	.....	.....	6-5	1	4-3	1	2	2	1	9	8	10
Simmons, Pierce Street between First Street and New Jersey Avenue NW.....	8-6	.....	.....	1	1	2	3	2	1	10	8	11
Smothers, near Benning.....	.....	.....	5-4	.....	.....	.....	.....	.....	.....	2	2	2
Smothers Annex, near Benning.....	.....	.....	.....	.....	3-2	.....	2-1	.....	.....	2	2	2
Total number of schools:												
1909.....	5	6	5	9	11	14	16	17	4	87	75	91
1908.....	6	6	6	9	13	13	18	23	3	97	83	100

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Includes room in portable school building.<sup>3</sup> Room in portable school.<sup>4</sup> Two rooms used for other purposes.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Banneker.....	Furnace	Excellent.	Excellent.	Excellent.	Damp....	Poor.....	Owned.
Deanwood.....	do	do	do	Poor.....	Excellent.	Excellent.	Do.
Deanwood Annex, 4724 Sherill Road.	Stoves..	Fair.....	Poor.....	do	None.....	Fair.....	Rented.
Burrville.....	Stoves..	do	do	do	do	do	Owned.
Douglass.....	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Poor.....	Do.
Ivy City.....	Stoves..	Good.....	Poor.....	Poor.....	None.....	do	Do.
Ivy City portable.	do	do	Fair.....	do	do	None.....	Do.
Jones.....	Furnace.	Excellent.	Good.....	Excellent.	Excellent.	Poor.....	Do.
Logan.....	do	do	Fair.....	do	Good.....	do	Do.
Lovejoy.....	do	do	Excellent.	Inadequate.	Excellent.	Small....	Do.
Lovejoy Annex (Israel Baptist Church, Eleventh Street between F and G Streets NE).	do	Poor.....	Poor.....	Poor.....	None.....	None.....	Rented.
Lovejoy Annex, 1129 G Street NE. <sup>1</sup>	Latrobe.	do	do	Fair.....	do	Large.....	Do.
Payne.....	Furnace.	Excellent.	Excellent.	Poor <sup>1</sup> .....	Excellent.	( <sup>2</sup> )	Owned.
Simmons.....	do	do	do	Excellent.	Good.....	Fair.....	Do.
Smothers.....	Stoves..	Good.....	Poor.....	Poor.....	None.....	do	Do.
Smothers Annex	do	do	do	do	do	do	Do.

<sup>1</sup> Indicates dry closets. Provisions have been made for new closets.<sup>2</sup> Used for kindergarten.<sup>3</sup> Boys', good; girls', small.TABLE III.—*Showing number of half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
Banneker.....	4	4	1, 1, 2, 2	.....
Burrville and annexes	2	2	1, 2	.....
Deanwood annex.	2	4	1, 2	.....
Douglass.....	2	2	.....	.....
Ivy City annexes.	2	.....	1, 2	.....
Ivy City portable	4	2	1, 1, 1, 2	.....
Jones.....	4	4	.....	.....
Lincoln <sup>1</sup> .....	4	4	1, 1-2, 2, 3	1
Logan.....	2	4	1, 2	.....
Lovejoy and annexes.	2	4	2, 3	1
Lovejoy portable	2	.....	1, 1	.....
Payne.....	2	4	.....	.....
Simmons.....	4	6	1, 1, 2, 2	.....
Total.....	28	36	.....	2

<sup>1</sup> Transferred to the thirteenth division.

TABLE IV.—Showing distribution of pupils, by grades, attendance, and average number per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	6	167	199	148	177	134	166	33.4	29.6
Seventh.....	6	6	163	205	149	187	144	176	27.1	24.8
Sixth.....	5	6	252	296	217	221	215	213	50.4	43.4
Fifth.....	9	9	397	387	349	323	332	308	44.1	38.7
Fourth.....	11	13	514	558	468	478	438	448	46.7	42.5
Third.....	14	13	562	609	488	507	460	476	40.1	34.8
Second.....	16	18	674	722	583	639	546	600	42.1	36.4
First.....	17	23	794	973	728	818	672	749	46.7	42.8
Total.....	83	94	3,523	3,919	3,130	3,350	2,941	3,136	42.4	37.7
Kindergarten.....	4	3	193	151	136	114	124	105	48.2	34.0
Total.....	87	97	3,716	4,070	3,266	3,464	3,065	3,241	42.7	37.5

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percentage of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.0	48	24	.....	17.0	10.0
October.....	96.0	211	271	21	44.0	23.0
November.....	93.5	302	286	11	18.5	20.5
December.....	93.1	365	287	8	14.5	28.5
January.....	93.5	316	397	7	6.5	47.5
February.....	94.1	211	293	2	37.5	22.5
March.....	92.8	328	286	3	47.5	27.5
April.....	92.9	242	289	6	21.0	11.5
May.....	93.0	296	293	2	28.0	42.5
June.....	94.6	169	97	3	26.5	15.0
Total.....	93.9	2,488	2,523	63	261.0	248.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	72
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	0
Nongraduates of above courses, viz:	8
Graduates of academies or high schools with or without advanced courses.....	3
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	91

## THIRTEENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Ambush, I. Street between Sixth and Seventh Streets NW.....	1	1	1	2	1	1	2	9	8	9	8	11
Bell, First Street between B and C Streets SW..	1	1	1	1	2	2	2	11	8	11	8	11
Barney, Nichols Avenue, Hillsdale.....	1	1	1	2	2	2	1	9	8	10	8	11
Barney Annex, Nichols Avenue, Hillsdale.....				1	2	2	2	5	4	5	4	5
Bowen, Ninth and E Streets SW.....	1			1	2	2	2	10	8	11	8	11
Cardozo, I. Street between Half and First Streets SW.....	1			1	2	2	4	11	8	11	8	11
Garfield, Garfield.....	8-7			1	1	1	1	6	6	6	6	6
Garfield Annex (Emanuel Baptist Chapel).....			1					1	1	2	3	2
Garfield Annex (Garfield Hall).....								1	1	2	3	2
Giddings, G. Street between Third and Fourth Streets SE.....		1	1	1	1	1	2	2	1	10	8	11
Lincoln, Second and C Streets SE.....	1	1	1	1	2	2	2-1	1	11	12	12	11
Randall, First and I Streets SW.....	1		2	1	2	1	2	1	12	12	12	13
Syphax, Half Street between N and O Streets SW.....		1		1	1	1	2	2	1	9	8	10
Syphax Annex (Rehoboth Chapel).....					1			1	1	1	1	1
Total number of schools:												
1909.....	6	7	8	11	15	15	18	20	6	106	95	112
1908.....	4	7	8	9	13	12	16	20	6	95	85	101

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room used for cooking school and one room used for cutting and fitting school.<sup>3</sup> Includes one room used by cooking school and one room used by incorrigible school.

NOTE.—McCormick School is used for manual training and cutting and fitting.

TABLE II.—Showing condition of buildings.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Ambush.....	Furnace.	Excellent.	Good.....	Excellent.	Excellent.	Small.....	Owned.
Bell.....	do.	do.	do.	Very bad <sup>1</sup>	Fair.....	do.	Do.
Barney.....	do.	do.	do.	Good.....	Excellent.	Ample.....	Do.
Barney Annex.....	Stoves.	Good.....	Poor.....	None.....	None.....	do.	Do.
Bowen.....	Furnace.	do.	Good.....	Good.....	Excellent.	Small.....	Do.
Cardozo.....	do.	do.	Excellent.	do.	do.	do.	Do.
Garfield <sup>1</sup> .....	Stoves.	do.	Poor.....	Very bad.	None.....	Ample.....	Do.
Garfield Annex, Emanuel Chapel, Garfield, D. C. <sup>2</sup>	do.	do.	Good.....	Excellent.	do.	Small.....	Rented.
Garfield Annex, Garfield Hall, Garfield, D. C. <sup>3</sup>	do.	do.	do.	Poor.....	do.	Ample.....	Do.
Giddings.....	Furnace.	Excellent.	do.	Excellent.	Excellent.	Excellent.	Owned.
Hillsdale <sup>4</sup> .....	Stoves.	Fair.....	Poor.....	Poor.....	None.....	Ample.....	Do.
Lincoln.....	Steam.	Fair.....	Fair.....	Good.....	Fair.....	Small.....	Do.
McCormick <sup>5</sup> .....	Furnace.	Good.....	do.	Poor.....	None.....	Ample.....	Do.
Randall.....	do.	Excellent.	Good.....	Excellent.	do.	Small.....	Do.
Syphax.....	Steam <sup>4</sup> .	do.	Fair.....	do.	Good.....	do.	Do.
Syphax Annex, Rehoboth Chapel, First Street between N and O Streets SW. <sup>2</sup>	Furnace.	do.	do.	Good.....	None.....	None.....	Rented.

<sup>1</sup> Provision made for a new school.<sup>2</sup> Used for graded school.<sup>3</sup> Used for kindergarten, cooking school, and cutting and fitting classes.<sup>4</sup> Very unsatisfactory.<sup>5</sup> Used for manual training, cooking and cutting and fitting classes.

TABLE III.—Showing number of half-day schools.

Buildings.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
Ambush.....	2	2	1, 1	
Bell.....	6	6	1, 1, 2, 2, 3, 3	2
Birney and Annex.....	4	8	1, 1, 2, 2	
Bowen, Anthony.....	4	2	1, 1, 2, 2	
Cardozo.....	6	6	1, 1, 1, 2, 2	
Garfield and annexes.....		2		
Giddings.....	4	4	1, 1, 2, 2	
Lincoln.....	2	(1)	1, 1-2	
Randall.....	4	4	1, 1, 2, 2	
Syphax.....	2	2	1, 1	
Total.....	34	36		2

<sup>1</sup> See twelfth division.

TABLE IV.—Table showing distribution of pupils, by grades, attendance, and average per teacher.

Grades.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	4	196	120	173	101	164	97	32.6	28.8
Seventh.....	7	7	250	232	214	203	206	195	35.7	30.5
Sixth.....	8	8	326	304	277	271	265	258	40.7	34.5
Fifth.....	11	9	451	382	375	308	355	292	41.0	34.0
Fourth.....	15	13	546	474	458	447	430	420	36.4	30.5
Third.....	15	12	612	465	536	425	497	400	40.8	35.7
Second.....	18	16	648	643	563	557	527	522	36.0	31.2
First.....	20	20	845	855	671	747	620	649	42.2	35.5
Total.....	100	89	3,874	3,475	3,267	3,059	3,064	2,833	38.7	32.6
Kindergarten.....	6	6	280	310	196	207	177	188	46.6	32.6
Total.....	106	95	4,154	3,785	3,463	3,266	3,241	3,021	39.1	32.6

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Months.	Percent- age of attend- ance, 1908-9.	Cases of tardiness.		Tardi- ness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	97.2	61	14			5.0
October.....	95.2	224	220	8	38.5	36.5
November.....	93.3	258	312	7	28.0	28.5
December.....	92.9	303	281	8	20.5	18.0
January.....	93.6	305	298	10	89.5	65.5
February.....	94.0	206	206	1	98.5	57.5
March.....	91.9	253	270	11	75.0	34.5
April.....	92.4	184	125	8	83.5	18.5
May.....	92.7	208	197	30	13.5	22.0
June.....	94.8	110	58	5	8.5	24.0
Total.....	93.6	2,112	1,981	83	455.5	300.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	89
Other normal schools.....	3
Colleges.....	2
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	1
Total.....	112

## UNGRADED SCHOOLS—10-13 DIVISIONS.

TABLE I.—*Showing location of buildings and distribution of schools, by buildings.*

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Atypical:												
Berean Baptist Church, Eleventh and V Streets NW.....										1	1	1
Cardozo, I Street, between Half and First Streets SW.....										1	(1)	1
St. Luke's Parish Hall, Fifteenth Street, near Church Street NW.....										1	1	1
Incorrigible:												
Langston, P Street, between North Capitol and First Streets NW.....										1	(1)	1
Randall, First and I Streets SW.....										1	(1)	1
Stevens Annex, Twenty-first Street, between K and L Streets NW.....										1	1	1
Total number of schools:												
1909.....										6	3	6
1908.....										6	2	6

<sup>1</sup> Room counted in with building elsewhere.TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Atypical:							
Berean Baptist Church.....	Stove.....	Poor..	Poor....	Poor....	None ...	None ...	Rented.
Cardozo.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
St. Luke's Parish Hall.....	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Incorrigible:							
Langston.....	Gas stove..	Poor..	Poor....	Excellent.	(1)	(1)	(1)
Randall.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Stevens Annex, 1024 Twenty-first Street NW.	(2)	(2)	(2)	(2)	(2)	(2)	(2)

<sup>1</sup> See Table II, thirteenth division.<sup>2</sup> See Table II, tenth division.

TABLE III.—*Showing number of half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1909.	Number above second grade, 1909.
	1909	1908		
None.....				

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Schools.		Whole enrollment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1909.	
	1909	1908	1909	1908	1909	1908	1909	1908	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	6	6	101	80	65	54	57	48	16.8	10.8
Kindergarten.....										
Total.....	6	6	101	80	65	54	57	48	16.8	10.8

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Months.	Percent- age of attendance, 1908-9.	Cases of tardiness.		Tardiness of teachers, 1908-9.	Substitute service.	
		1908-9	1907-8		1908-9	1907-8
September.....	95.9	1	1			
October.....	91.6	10	8			
November.....	89.5	6	2			3.0
December.....	91.7	9	1			
January.....	89.3	10	6	1	7	5.0
February.....	90.2	2	7		1	
March.....	90.9	5	3	2		2.0
April.....	88.9	6	5			
May.....	90.4	10	4		1	
June.....	92.1	1			2	
Total.....	90.7	60	37	3	11	10.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	5
Other normal schools.....	0
Colleges.....	
Kindergartens.....	
Nongraduates of above courses, viz:	
Graduates of academies or high schools, with or without advanced courses.....	
Elementary education plus irregular or incomplete advanced courses.....	
Total.....	

## REPORT OF BOARD OF EXAMINERS.

Excerpts from the quasi-confidential report made June 30, 1909.]

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LADIES AND GENTLEMEN: In accordance with your direction, the secretary of the board of examiners for the white schools hereby submits to the board of education, through the superintendent of schools, his report of the work done by the board of examiners to date, together with such recommendations as will in the opinion of the examiners tend to the best interests of all concerned.

The board of examiners, composed of the superintendent of schools and two heads of departments in the high schools, was created by an act of Congress (Public No. 254) approved June 20, 1906, for the purpose, so far as it appears from the provisions of said act, of obtaining for the public schools of the District of Columbia the best available teaching talent wherever found, as determined by this body of experts thoroughly conversant with the best principles and methods of modern education and the best professional preparation which every prospective teacher should possess, in order that teaching might be made in reality, a dignified, standardized, true profession comparable with that of law or medicine.

Charged with these responsibilities, the two subordinate members of the board of examiners, Miss Sarah E. Simons, head of the department of English, and Mr. Harry English, head of the department of mathematics, teaching three high-school classes daily, looking after their respective departments, acting besides as a high school admission board (which is now composed of five other high-school teachers) had to determine, define, and exercise the functions of the board in September, 1906, with such clerical help as they could obtain temporarily when the constant needs of those who had clerks were not overwhelmingly pressing.

The examiners are in doubt as to the best method of presenting this report, owing to the complexity of their operations and duties and the diverse conditions under which they have existed. They believe it best, however, to consider the subject as follows:

### I. General work connected with examinations.

- (a) Preparation for examinations.
- (b) Conduct of examinations.
- (c) Marking of papers.
- (d) Making up records.
- (e) Filing of examination papers and questions.



- II. Extra clerical work performed.
- III. Circulars prepared.
- IV. General analysis of examinations held.
- V. General conclusions and recommendations.

## I. GENERAL WORK CONNECTED WITH EXAMINATIONS.

### (a) PREPARATION FOR EXAMINATIONS.

The sets of questions for each and every subject in each and every examination were prepared by the examiners, and then given to a clerk, to be typewritten and manifolded by the mimeograph, or else by carbon copies. In many cases the last copies were blurred. Many errors crept in, (1) because of the unfamiliarity of the clerks with all the subjects taught throughout the entire school system, from those of the kindergarten through the foreign languages and technical sciences of the high school, and (2) because of the lack of necessary symbols on the typewriter itself. Numerous corrections had to be made laboriously by hand by the examiners on every sheet of questions affected, and involved an enormous loss of time. This method was and still is unsatisfactory.

### (b) CONDUCT OF EXAMINATIONS.

During the first year in nearly every case it devolved upon the members of the board of examiners personally to obtain a room for each examination, to obtain help if possible during the examination, to give out pencils, paper, pens, examination questions, to collect and pin together papers when finished, and to perform many like duties. Since that time, however, conditions have changed and the examiners are now relieved of these routine duties.

Each applicant was given a number which he used instead of his name throughout the examination.

### (c) MARKING OF PAPERS.

All of the answers were marked, the marks added and the addition verified. These papers were carried home by the examiners and the work was done there for the past three years, because of inadequate room accommodations and constant interruptions from all sources, especially from those desirous of having personal interviews.

### (d) MAKING UP RECORDS.

The marks so obtained were entered as a record and the entry verified, after which these marks were added and the addition verified. All letters of recommendation and all statements as to the education and experience of each applicant were read, all oral

statements noted during the oral examination were considered, and the whole expressed in the form of credits on the record sheet. This involved a consideration of the value of teaching experience and education, of personality, etc., which were extremely varied, as applicants came to Washington from all over the United States, and necessitated on the part of the examiners both a broad and technical knowledge of educational conditions.

The final addition of marks so obtained gave the final standing of the applicant.

(e) FILING OF EXAMINATION PAPERS AND QUESTIONS.

(1) All the papers of each applicant were then fastened together in one packet, which was given the examination number of the applicant, and these packets were filed away for reference.

(2) The various sets of examination questions, several thousand in number, were stamped with the dates of the respective examinations, and likewise filed away suitably indexed for ready reference.

## II. EXTRA CLERICAL WORK PERFORMED.

Extra clerical work came upon the board of examiners in an unexpected way. For years a clerk in the office of the secretary of the board of education had attended to the receipt of applications to teach, filed, indexed, and acknowledged the same, notified applicants as to time of examinations, and in general had attended to all clerical work connected therewith. The great increase in the daily mail, due to the widespread interest in teacherships under the new law, caused such an accumulation of letters, which could be considered by the board of examiners only, that its members were summoned to Washington August 15, 1907, for duty during the remainder of the vacation.

The president of the board of education detailed a clerk for their use for nearly three weeks, and during that time the examiners spent 12 hours daily in extra clerical work. At the same time they prepared for their work as heads of departments and as teachers, as well as for the teachers' examinations which were to be held September 6 and 7, 1907.

The accumulated letters were answered and such explanations made as seemed proper. The jackets containing old applications were opened and were compared with the card indexes, changes of addresses were noted, old applications were recorded properly and old jackets belonging to the same person were consolidated. New applications were carded, indexed, and filed. Many index cards and applications of those who had been teachers in our system for years were removed. After this general overhauling it was found

that there were over 800 applications in the working files extending back as far as 1904.

Owing to the still unsatisfactory state of the files three circulars were prepared to perfect them:

(1) Circular asking for renewal of application in proper form or else withdrawal.

(2) Circular giving notice of high-school examinations.

(3) Circular giving notice of grade and special-subject examinations, together with scope of examinations.

These, together with an application blank, were sent out to every one of the 800 applicants on file, and to all others who had ever written with reference to an application, the members of the board of examiners personally checking the lists, folding circulars, and addressing envelopes.

Different clerks have worked at odd times on the various matters pertaining to this board, and for some months one clerk has been detailed the half of each day for this purpose; but this arrangement is wholly unsatisfactory, as the examiners do not have the services of the clerk when most needed, can not make any plans dependent upon quick correspondence, are hampered and crippled by being forced to remain inactive when stress of circumstances takes away entirely the services of the clerk in question, and are generally days behind in their correspondence. Moreover, a divided responsibility is productive of little good, and works unnecessary hardships to everybody involved.

### III. CIRCULARS PREPARED.

The examiners found themselves without printed matter of any kind whatever when they entered upon their duties, and spent many hours, at their homes and at school, (a) in personal interviews with applicants, (b) in telephonic communication with the Franklin Building to give information, and (c) in personally answering letters of inquiry.

In order to furnish such information compactly and to provide for the most expeditious handling of the business of the board of examiners, they prepared numerous circulars of information, record books, and printed forms.

The most important of the circulars were (a) the high-school circular of information, and (b) the elementary-school circular of information, representing months of careful study of various plans of examinations in operation throughout the country.

Not many of the forms have been fully used because of the lack of clerical help, with the exception, of course, of the application blank, which is filled out by the applicant.

The following circulars, printed forms, record books, etc., have been prepared and issued to date: (a) to (f) inclusive, during 1906-7; (g) to (l), inclusive, during 1907-8; (m) to (t), inclusive, during 1908-9, viz:

(a) A high-school circular of information giving full information as to scope of examinations, salaries, etc.

(b) A systematized printed application form, calling for complete information as to education, experience, etc.

(c) A confidential letter form to be sent directly to those to whom reference was made by the applicant. (This has never been used, though vitally necessary, through lack of clerical help.)

(d) Index cards and jackets to conform to the new law. (These have never been filled out except in the barest possible way for the reason given in (c).)

(e) A loose-leaf record book in which to enter the results of examinations. (The records are still on loose sheets from lack of clerical help.)

(f) Circular with reference to examinations for promotion from Group A to Group B (1907).

(g) Circular asking for renewal of application in proper form or else withdrawal.

(h) Circular giving notice of high-school examinations for 1907-8, with scope of examinations, etc.

(i) Circular giving complete information as to scope of examinations for principals of high schools and elementary schools (as yet unused).

(j) Elementary-school circular similar to high-school circular, and giving notices of elementary-school examinations for 1907-8, with scope of examinations, etc.

(k) Circular with reference to examinations for promotion from Group A to Group B (1908).

(l) Numerous circulars giving notices of special examinations, scope of examinations, etc.

(m) Notice of failure of applicants.

(n) Notice of passing of applicants.

(o) Circular giving notice of dates of examinations during 1908-9.

(p) Circular giving complete information as to examinations, salaries, etc., for elementary schools.

(r) Circular giving notices of dates of examinations during 1909-10.

(s) Record book for list of eligibles.

(t) Reprint with slight changes of high-school circular of March 16, 1907.

## IV. GENERAL ANALYSIS OF EXAMINATIONS HELD.

The question of the number of examinations held, the times of holding them, the numbers of subjects offered, including the number of positions for which the applicants may qualify at any one examination, and other kindred related questions have been the subject of much discussion by the members of the board of examiners. Their duty has been to obtain the best teaching talent available, so as to have it ready for use when most needed, and experience has demonstrated the fact that about the same number of applicants come to the examinations every year; that vacancies must be filled; that a small number of regular examinations must be supplemented by a correspondingly large number of special examinations. During the first year of existence of the board of examiners 16 different examinations were held, mainly to secure teachers to fill vacancies. Many of these vacancies were in the McKinley Manual Training School. Three examinations were held in physics, three in mathematics, and five in mechanical drawing, but with little success. Owing to the necessarily short notice to applicants as to the examinations, very few could avail themselves of the opportunities presented. In one sense all of these examinations were special in that they had not been scheduled some months ahead. Most of the examinations for elementary-school positions were for regular grade teachers, teachers of atypical classes, teachers of drawing, sewing, and physical culture, and the results were poor with monotonous regularity. An examination was scheduled for April 5 and 6, 1907, some time ahead, to obtain lists of eligibles for high school subjects alone, and 35 candidates presented themselves, 14 passing. The examinations of October 4 and 5, 1906, to fill vacancies in several school positions, were held in the following subjects: Physics, English, mechanical drawing, and physical culture. Thirty-five applicants presented themselves, 10 passing. Fifty-six applicants came to the June, 1907, examination. This was the most arduous of all examinations for the board of examiners, as 27 of these applicants presented themselves for examination for promotion from Group A to Group B, 6 passing; and 3, including 2 of the above 27, presented themselves for the position as head of the biology and chemistry department, 1 passing. The labor incident to this important examination was extreme. The preparation of questions, the marking of papers, the examination of manuscripts and books submitted by the applicants and evaluating the same, the evaluating of post-graduate work from incomplete statements submitted by the applicants, and the summing up of these results as well as those of the other examinations for presentation to the board of education, within 10 days, and the closing

up of all the work for the year are matters which the examiners look back upon with no desire for a repetition. About 185 applicants were examined during 1906-7.

With the desire of (1) establishing eligible lists, (2) giving ample notices of examination, (3) doing away with the unsatisfactory method of filling vacancies by hurry-up special examinations, the examiners in September, 1907, sent out notices to every applicant, scheduling nine monthly examinations in every subject taught in the public school system, beginning October, 1907, and ending June, 1908.

In addition, there were held special examinations as follows: Two during the period up to January 1, 1908; three during February, 1908, in an endeavor to provide teachers of specified subjects desired by high-school principals; and three during the period from January 1, 1908, to June 30, 1909, for special subjects in the grades. The number of applicants for the year 1907-8 was 197. This was a large increase in the number of regular applicants. The extremely technical examinations of applicants for promotion from Group A to Group B of high and normal schools, which would have totaled at least 60, did not take place—though the examiners had to make preparation for it—owing to the passage of an act of Congress which prevented promotion to Group B until the teacher had reached the maximum salary, \$1,800, of Group A. This act also contained a provision for the placing of high-school teachers of academic and scientific subjects, appointed after examination. This has had the effect of attracting to Washington trained and experienced teachers, especially men. Heretofore the applicants were usually direct from college.

As this provision becomes more widely known it will be possible for the Washington high schools to obtain more men for those positions where they are much needed.

The dates selected for the scheduled examinations did not seem to meet the situation, as the number appearing at any one examination was about 12 or 15, with the exception of the June examination, when 49 appeared.

Because of the great labor of keeping up sets of all examination papers for all examinations, the schedule of examinations for 1908-9 provided for four only, viz: One in October, one just at the beginning of the Christmas holidays, one at the beginning of the Easter holidays, and one at the end of June. No examinations were scheduled for the kindergartens, as the supply of graduates from the kindergarten school more than met the demand. Because of the small number of graduates of the normal school (39), it was thought best to schedule two regular grade examinations for 1908-9, one in December and the other in April. Contrary to all expectations, though

there were always names on the board of examiners' lists of eligibles to teach the first and second grades, no necessity arose to exhaust even the list obtained from the December examination, so that the residue of that list and the complete list of those who passed the April examination are available for future use.

During the year 1908-9, 164 applicants were examined. Four regular examinations were scheduled, viz: For October, December, April, and June. Ten additional special examinations were ordered; six to obtain teachers of (1) physics, (2) French, and (3) business subjects in the high schools, with fair success; four to obtain teachers of ungraded classes in the elementary schools with practically no success. Twelve applicants to teach regular grade classes passed the December examination. Eleven such applicants passed the April examination. The number of applicants to teach special subjects, both in the elementary schools and high schools, was fairly large, while the number to teach academic and scientific subjects in the high schools was very large. The number of applicants for all positions at the June examination of 1908-9 reached a total of 55, the report of which had to be made to the board of education within one week from the date of the examination.

#### GENERAL CONCLUSIONS AND RECOMMENDATIONS.

I. In spite of the fact that the June examinations as a rule yielded the greatest results both in quality and in quantity, it has been decided to discontinue them next year, as the examiners feel that it is wise to lessen the strain at the close of the school year when pressure comes upon them from all sources to close all work within a few days, especially as they have held these June examinations for three years and under adverse conditions. For the year 1909-10 they have scheduled three regular examinations for all subjects in the high school except English and history (the list of eligibles in which are very large), and for all positions in the elementary school, except regular grade and kindergarten, for reasons already given. It will be observed that about 180 applicants have presented themselves each year, and it remains to be seen whether this average will be kept up. If so it will be an utter impossibility to conduct the oral examinations with fairness to the applicants, to the system, and to ourselves, for it will be a question of dealing with 60 applicants at one time.

II. It will be necessary to have a room capable of holding these possible 60 people three times a year, two days each time, and this room must be secured in advance. It was possible to secure an ordinary class room for 10 examinations, 16 to each examination. This will be impossible in the future.

III. Attention is called to the extreme difficulty of obtaining high-school teachers in mathematics, business subjects, physics, and other sciences, for it must be remembered that other cities are offering large salaries to teachers, especially to men, and that the industrial work presents many attractions. More examinations have been held to obtain men teachers of physics for the McKinley Manual Training School than for any other place in the public school system.

IV. The same difficulty applies to teachers of French, because of the requirement of a college degree in the American sense. So far nearly every applicant to teach French is technically, if not actually, ineligible to teach in our schools, and it was only with great difficulty that the superintendent and the board of examiners were able to show the auditing authorities that M. Rene Samson did have a college degree in the American sense, and so were able to retain the services of this talented teacher, at a time when his return to New York City, whence he came at a sacrifice, would have resulted in a serious loss to the modern language department in our high schools.

V. It is urged that it is practically impossible to obtain teachers of metal working or of wood working in the McKinley Manual Training School at the salaries available. Either the salaries must be raised to secure educated teachers or the standard of admission must be radically lowered, and the schools must content themselves with securing the services of trained mechanics merely.

In this connection the extreme difficulty of obtaining teachers of mechanical drawing may be noted, as such teachers at once command high salaries in the world at large.

VI. It is noted that the utmost difficulty has been experienced in obtaining teachers of atypical and incorrigible classes. The salaries offered are low, and the applicants as a rule are untrained, not possessing even a high-school education. The examiners believe that, following the example of New York, no applicant should be considered eligible for such position who has not taught either in our elementary schools or others equally as good for at least two years—in New York it is three years—and further that such applicant should be examined as to her special fitness for this work, which is too important and of too delicate a nature to be left to inexperienced hands, without the supervision of a trained specialist with practical experience. A salary should be provided large enough to obtain such a specialist, and corresponding salaries for the assistants.

VII. The examiners regret that the public school system of Washington cannot always avail itself of the best teachers on their list of eligibles, as in many cases teachers elsewhere must sign contracts or give personal promises to return to their old places or to enter into new fields, sometimes by May 1, sometimes by May 15.



Inasmuch as the complexity of our system seems to be so great as to preclude a determination of the organization for the coming year before June 1, or even later, it will be seen that many good teachers necessarily are lost.

VIII. It is recommended that teachers be assigned to teach only in accordance with the report to the board of education certified by the board of examiners. It does not seem just, either to the school, or the teacher, or the board of examiners, that a teacher during her first or probationary year, when she should be doing her best work in her specialty, should be deflected any more than is absolutely necessary.

IX. Reference is hereby made to an exhaustive report of date June 28, 1909, on the placing of teachers in accordance with the decision of the Comptroller of the Treasury Department of date April 19, 1909, which necessitated on the part of the board of examiners, with outside help entirely, correspondence with: (a) Registrars of 75 colleges; (b) the state superintendents throughout the United States; (c) principals of various high schools; and (d) the various associations which have to do with the certification of students from "accredited or approved" high schools. A large number of reports, courses of study, lists of "accredited high schools," and other valuable material has thus been secured, in order that the decisions of the board of examiners as to (1) "What are accredited schools" and (2) "What constitutes teaching in accredited schools," should have an authoritative standing before the various auditing officers of the Washington public school payrolls.

X. The number of applicants since September, 1906, up to date has been over 2,000. The number of applicants examined has been 546. Many technical questions have arisen and the examiners must be in a position to defend every position taken. They have not been able to carry out many of their plans for the betterment of the school system so far as it concerns their office, but they hope to have more time for this in the future.

XI. It is suggested that some steps be taken (a) to put the card indexes in order, (b) to place the card indexes not belonging to the board of examiners in the hands of those to whom they rightly belong, and (c) in general to put these files and card indexes in a working shape to conform to public act No. 254.

XII. The examiners refrain from considering in this report: (a) eligibility, (b) licenses, (c) medical examinations, and many other important topics, as the field is too broad and this report is long as it is. They desire to report on these topics at some future time.

In conclusion the board of examiners makes the following specific requests:

First. For a clerk for the exclusive use of the board of examiners to bring up to date the accumulation of the past three years, to attend

to the ever-increasing correspondence, to jacket, file, and card applications, as well as to copy and manifold the hundreds of sets of examination questions, properly file the same, suitably arrange and keep examination papers, file records, write reports, and, in general, to relieve the members of this board of examiners of the ever-increasing clerical work now devolved upon them.

Second. For a room for the sole use of the board of examiners, as the room in which it is located at present is a public room and a constant thoroughfare. The publicity of the room (together with the constant use of typewriters in this and the adjoining rooms) absolutely precludes all privacy both in the making up of questions and the marking of papers; removes all safeguards as to the keeping of valuable records, papers, catalogues, material and documents of all kinds, whether its own or temporarily left with it by applicant; prevents all conferences as to suitable questions; and forbids the consideration of privileged letters of recommendation of applicants for teacherships.

The work of this board of examiners has so increased since its formation nearly three years ago, and so many new fields have opened up, requiring constant, accurate, and intelligent clerical help, that its members feel more than justified in urging that these two absolutely essential requisites for the proper administration of its most difficult and technical work, which requires highly specialized knowledge and the utmost carefulness, and charges it with grave responsibilities both as regards the schools as well as the applicants, be granted as soon as possible in order that it may be relieved of the great amount of clerical work and be better fitted to give the schools the best results of its efforts.

The secretary of the board of examiners further requests that he be granted leave of absence in the fall of 1909 for a few days with expenses paid, to interview the board of examiners of New York City personally, with the object in view of ascertaining as much as possible of the inner workings and methods of their system of examinations as might not from their very confidential nature be entrusted to a letter. It is believed that an interchange of views and methods might be helpful to both cities and might result in a more uniform system of examinations and a more concentrated and cooperative effort to raise the standards of the teaching profession.

In making these requests the examiners are deeply sensible of the aid that has been extended to them in the past, and desire to express to the board of education and their official superiors, their keen appreciation of the continued interest and kind efforts in their behalf.

Very respectfully,

HARRY ENGLISH,

*Secretary Board of Examiners, White Schools.*

THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

## EXHIBIT A.

*Report to the superintendent of public schools by the board of examiners for the white schools as to the plan and basis of plan for placing teachers of academic and scientific subjects in the high schools in accordance with the decision of the Comptroller of the Treasury, dated April 19, 1909.*

JUNE 28, 1909.

DEAR SIR: In response to your request that the board of examiners make a report as to the basis or plan of "placing" in salary those high-school teachers who were appointed as a result of examination before this board and who were eligible to be so placed in accordance with (1) the provisions of the act of Congress, approved May 26, 1908, and (2) the decision of the Comptroller of the Treasury, dated April 19, 1909, relative thereto, the board of examiners begs leave to submit this report.

The decision of the Comptroller of the Treasury above referred to establishes rulings as follows:

1. That all teachers of academic and scientific subjects in the Washington high schools, not appointed prior to May 26, 1908, must receive their "longevity pay according to their number of years of experience in teaching in accredited normal, high, and manual training schools."

2. "What is an accredited high or manual training school under the act of May 26, 1908, must of necessity be decided in the first instance by the board of education. Their decision of such questions therefore falls within the principle announced in the case of *Bates Guild Co. v. Payne* (194 U. S., 106, 109.)" (Then follows the summary of the decision.)

3. "The decision of the board of education as to what constitutes teaching in an accredited high school within the meaning of the act of May 26, 1908, should therefore, in the absence of a clear abuse of their discretion raising a pure question of law, be accepted as controlling."

4. The doctrine of equivalents as to experience in teaching, as modified by the above, is allowed.

This decision of the Comptroller of the Treasury permits the board of education to make decisions as follows:

(a) What constitutes an accredited high school. (This in the first instance.)

(b) What constitutes teaching in an accredited high school. (This to be controlling as to questions of fact.)

The same decision makes it mandatory to place all high-school teachers referred to and appointed as a result of examination, and permits the application of the doctrine of equivalents.

Before taking up the specific consideration of the questions just raised, this board of examiners, with the object of bringing about a clear understanding of the whole matter, will consider it as follows:

- A. General statement of facts.
- B. Sources of information and basis of conclusions.
- C. Preliminary steps.
- D. Specific conclusions.

#### A. GENERAL STATEMENT OF FACTS.

1. There is no federal or national control, direction, or supervision of education in the United States. Anyone can open a private school without being subject to such governmental influence, and any three persons under either federal or state laws may be formed into a college corporation for the purpose of conferring degrees.

2. The nearest approach to federal governmental influence is the United States Bureau of Education, but, contrary to an impression which seems widely prevalent, the Reports of the United States Commissioner of Education for 1906 and preceding years, which contain lists of universities, colleges, normal schools, public high schools, private institutions of a secondary rank, etc., are of little value for the purposes of this board, as these lists form merely a directory of all kinds of institutions which care to report, and merely record the fact that they exist. The fact that the name of an institution appears in the Reports of the United States Commissioner of Education is no guarantee of its intrinsic worth.

These reports are valuable indeed in that they do classify colleges for women into two divisions: Division A includes those of higher rank, and Division B those of lower rank, and they also classify institutions according to the work done by them irrespective of name, so that under the heading of "Private institutions of a secondary rank" are found the names of institutions variously designated as colleges, academies, institutes, seminaries, etc.; and under the heading of "Private normal schools" are found the names of normal schools, colleges, etc. In other words the classification for private institutions is not according to the name but according to the character of the work done.

There is a sharp distinction drawn between public and private institutions.

It is to be noted, however, that the Reports of the United States Commissioner of Education since 1906 do not contain lists of secondary schools, and therefore in this respect the reports for 1906 and preceding years must be taken as a basis for classification.

3. In many States educational matters are to a more or less extent directed or controlled by State boards of regents or kindred bodies, and in some cases courses for public high schools, etc., have been prescribed by the State.

4. For some years there has been a widespread movement toward educational betterment all over the country. State laws, one as recent as March, 1909, have been passed with the view of standardizing educational courses in the State institutions of education, and private institutions are rapidly following the lead of the public institutions in this respect.

5. A private institution of secondary rank closely resembles a public school system in that it may be made up of classes of children from the lowest primary to the highest secondary, and even beyond. In other words, a private institution of secondary rank closely resembles a public school system in itself, but is generally lacking in the methods of education and problems of discipline which obtain in a public high school.

6. A public institution of secondary rank, i. e., a public high school, because of its very nature must present peculiar problems of discipline and must have specific methods of instruction and definite courses of a strictly secondary character prescribed by a definite public authority.

#### B. SOURCES OF INFORMATION AND BASIS OF CONCLUSIONS.

1. The most notable agency at work in the United States with the object of standardizing and unifying the varying educational forces is the Carnegie Foundation for the Advancement of Teaching. It has issued three reports, viz, 1906, 1907, 1908, which are invaluable aids to the progressive educator, and have been the basis for this report of the board of examiners.

The report for 1906 considers most carefully the question of educational standards and kindred questions. On page 38 is found the following:

"The terms college and university have, as yet, no fixed meaning on this continent. It is not uncommon to find flourishing high schools which bear one or the other of these titles. To recognize institutions of learning without some regard to this fact would be to throw away whatsoever opportunity the Foundation has for the exertion of educational influence.

"The trustees have, therefore, adopted for the present an arbitrary definition of what constitutes a college, one framed very closely after that adopted in the revised ordinances of the State of New York. This definition is expressed in the rules of the Foundation as follows:

"An institution to be ranked as a college must have at least six (6) professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high-school preparation, or its equivalent, in addition to the preacademic or grammar-school studies."

"In order to judge what constitutes 'four years of academic or high-school preparation,' the officers of the Foundation have made use of a plan commonly adopted by college entrance examination boards. By this plan college entrance requirements are designated in terms of units, a unit being a course of five periods weekly through-

out an academic year of the preparatory school. For the purpose of the Foundation the units in each branch of academic study have also been quantitatively defined, \* \* \* the value of the unit is based upon the actual amount of work required and not upon the time specified for the preparation of the work.

"A difficulty, however, arises in estimating by this method the entrance requirements of the various colleges and universities. The large majority of institutions accept the certificates of 'approved' preparatory schools and academies. In the courses of these 'approved' schools it frequently happens that there is a marked discrepancy between the amount of work required and the time specified for the preparation of the work, when judged by the definitions of the units as adopted by the officers of the Foundation. \* \* \* Fourteen units constitute the minimum amount of preparation which may be interpreted as 'four years of academic or high-school preparation.' The definitions of the units given in the following pages are in close accordance with the requirements of the college entrance examination board."

On page 39 et seq. the full detailed equivalents in units for each out-and-out high-school subject are defined, and reference is hereby made to this report (1906) and the following ones up to date (1907 and 1908) for a more comprehensive view of this matter.

The report for 1908 goes still further into the discussion and consideration of approved high schools and academies and the matter of securing uniform requirements for admission to colleges and universities and the uniform administration of these requirements, especially on pages 92 et seq. On page 103 is given a list of these agencies which have cooperated to bring about such standard entrance requirements and, therefore, have caused a movement toward standardizing the courses of study, etc., in secondary schools. They are as follows:

1. The New England Association of Colleges and Preparatory Schools.
2. The New England College Entrance Certificate Board.
3. The Association of Colleges and Preparatory Schools of the Middle States and Maryland.
4. The College Entrance Examination Board.
5. The North Central Association of Colleges and Secondary Schools.
6. The Association of Colleges and Preparatory Schools of the Southern States.
7. The National Association of State Universities.
8. The Carnegie Foundation for the Advancement of Teaching.
9. The United States Commissioner of Education.

On pages 39 et seq. are given a list of those institutions on the accepted list of the Carnegie Foundation, i. e., those institutions which scholastically as well as in every other way meet the requirements of the Carnegie Foundation.

Again the board of examiners commends these reports of the Carnegie Foundation to the careful consideration of any one desirous of further information on this subject.

## C. PRELIMINARY STEPS.

This board of examiners, with help entirely outside of the office, on June 6, 1909, wrote to—

1. All the institutions of the "accepted" list of the Carnegie Foundation Fund (60 in all) and at least 15 others of nearly equal scholastic rank.

2. All State superintendents.

3. Nearly all State universities.

4. All the agencies mentioned in the preceding section and given on page 103, Report of Carnegie Foundation Fund for 1908.

All of the above were requested to send to the secretary of this board of examiners their lists of accepted or accredited institutions of secondary rank, i. e., lists of those institutions of secondary rank, graduates from which were admitted on certificate to institutions of college rank, which were in any way responsible to or under the control or supervision of the agencies or institutions addressed. It was stated that such information would be held as confidential. State superintendents were asked in addition to send public high-school and other courses of study prescribed by the State.

Principals of public high schools or other institutions of a secondary rank, under whom had taught teachers newly appointed to teach academic and scientific subjects in our own high schools were asked to send their catalogues, courses of study, and any other kindred material together with a list of those colleges which would admit graduates of their schools on certificate.

It will be perceived that every step was taken to obtain from all over the United States complete information from responsible sources, in order that a thorough system of interchecking of (1) courses of study and (2) approved or accredited secondary schools might be made.

It is very gratifying to be able to report that without exception an overwhelming and immediate response in the shape of catalogues, bulletins, courses of study, letters, etc., came from all over the country, giving such information as was available, indicating sources of information, and in many cases offering to have copies made of private lists of "approved" secondary schools, if the expense was borne by the Washington schools.

In addition, the board of examiners summoned each teacher eligible to be placed in salary, and made a rigid personal inquiry as to the following:

1. Number of classes taught per year.
2. Number of pupils in each and every class.
3. Kind of subjects taught in each class, whether a public high school subject or not.

4. Number of hours per week for each class for each subject.
5. Methods of discipline and of teaching, to ascertain whether the same conditions obtain as in the best public high schools.

#### D. SPECIFIC CONCLUSIONS.

The examiners were now ready to take up the two questions originally propounded for solution. (a) What constitutes an accredited high school? (b) What constitutes teaching in an accredited high school? It would seem from the letters and lists received from all over the country that the word "accredited" is used throughout the West and especially in those States which have State universities in the same sense as "approved" is used in the States of the extreme East and as defined by the Carnegie Foundation, though in the absence of any prohibition or inhibition to the contrary this board of examiners has authority and power to define such a term as to carry out what it believes to be the intent of Congress.

Two courses were open, viz: (1) To follow a strict construction, or (2) to interpret according to construction by implication.

In either case it is believed that it was the purpose and intent of Congress to pay additional longevity increase for the purpose of obtaining live, up-to-date instructors:

1. Thoroughly trained in the methods of teaching public high school subjects.

2. Thoroughly familiar with the problems of discipline and general conditions which exist in the public high schools of the present day, including the management of fairly large classes.

A teacher lacking in one or both of the above requisites would profit the high schools but little at the outset. It is firmly believed that the public high schools have peculiar problems of their own which can be best solved by the trained public high school teacher, or one with equivalent training, and that salary increases should be given, not for future expectations, but for present maximum efficiency, and therefore, in addition to the mere scholastic requirements set by colleges for an approved secondary school, this board of examiners decides that for its purposes, under the decision of the Comptroller of the Treasury, dated April 19, 1909:

(a) An accredited high school shall be defined as—

1. An accredited or approved public high school which meets the conditions imposed by the Carnegie Foundation Fund, i. e., a public high school which prepares its students (a) for admission by certificate to such colleges of first rank which admit by certificate, or (b) for admission by examination to such colleges of first rank which do not grant certificate privileges.



2. A private institution which fulfills in every respect the requirements for the accredited or approved public high school, as in "1." above.

3. An institution of higher learning, public or private, in which accredited or approved public high school subjects are taught by accredited or approved public high school methods.

(b) Teaching in an accredited high school shall be defined as:

Teaching in classes of not less than 8 for the higher classes, nor for less than 15 teaching hours per week, the academic or scientific subjects usually taught in an accredited or approved public high school, together with experience involving questions of the discipline of fairly large bodies of pupils.

The board of examiners quote again from the decision of the Comptroller of the Treasury, as cited at the beginning of this report, viz:

The decision of the board of education as to what constitutes teaching in an accredited high school within the meaning of the act of May 26, 1908, should therefore in absence of clear abuse of their discretion be accepted as controlling.

If the decision of the board of examiners as to what constitutes "teaching in an accredited high school" be held not to conform to the above decision of the Comptroller, then the board of examiners must hold that:

An accredited high school must mean an accredited public high school as specified and defined in (1) of (a), just above, and shall not mean any other institution.

Further, the board of examiners desires that it be distinctly understood:

1. That an institution once accredited by this board of examiners remains on the list of accredited institutions only so long as it conforms to the conditions hereinbefore specified, and does not, by virtue of being accredited once, have that right in perpetuity, but may forfeit it at any time.

2. That the right is reserved by the board of examiners to modify the conclusions herein reached, if newly discovered evidence or facts shall make such a course necessary.

In conclusion, this board of examiners desires to state that this report was prepared during the pressure which became cumulative toward the end of the school year and which was due to:

(a) The closing up of work as teachers and heads of departments.

(b) The preparation of numerous circulars for the ensuing year.

(c) The preparation of questions for the teachers' examination of June 24 and 25, 1909, the marking of the papers of nearly 60 applicants, and the report of the results to the board of education, within one week from the date of said examination.

(d) The preparation of the report of the board of examiners called for by the board of education.

(e) Lastly, the spell of unprecedentedly hot weather which has continued uninterruptedly since the date of the examination.

For the above reasons, the board of examiners regrets that this report does not present a more finished appearance, though it feels fully confident as to the soundness and correctness of the conclusions reached.

The examiners desire to thank you for all your many courtesies, unvarying kindness, and continued interest.

Very respectfully,

HARRY ENGLISH,  
*Secretary Board of Examiners.*

The SUPERINTENDENT OF PUBLIC SCHOOLS,  
*Washington, D. C.*

## REPORT OF ASSISTANT SUPERINTENDENT HUGHES.

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SIR: I submit herewith my annual report for the year 1908-9.

The practical working out of the recently adopted courses of study, and the modifications shown to be needed therein, will be treated in the reports of the directors of primary and intermediate instruction. Two phases of the work in the grade schools, however, I think may well be mentioned.

First. We need to put more time and attention upon the foundation subjects of the course of study—that is, arithmetic, English, history, geography, etc.—in order that pupils may be developed in steadiness of character and ability to handle problems that present real difficulties, such as they may overcome. Our children are getting a taste of (not for) many things, when they should be getting perhaps fewer things, but getting more of them and certainly getting them better. There is too much of the “touch and go” spirit in education, and too much of the flippancy that comes from superficial contact with the subjects of school work. Versatility may be a good thing, but steady power along fundamental lines is a much better thing.

The following extract from the declaration of the National Education Association in its meeting at Cleveland, Ohio, July 1, 1908, is pertinent:

We recommend the subordination of highly diversified and overburdened courses of study in the grades to a thorough drill in essential subjects; and the sacrifice of quantity to an improvement in the quality of instruction. The complaints of business men that pupils from the schools are inaccurate in results and careless of details is a criticism that should be removed. The principles of sound and accurate training are as fixed as natural laws and should be insistently followed. Ill-considered experiments and indiscriminate methodizing should be abandoned, and attention devoted to the persevering and continuous drill necessary for accurate and efficient training; and we hold that no course of study in any public school should be so advanced or so rigid as to prevent instruction to any student, who may need it, in the essential and practical parts of the common English branches.

In close connection with this is the matter of pupil responsibility developed in and through his work. There seems to be in this age too strong a tendency toward the shirking of responsibility. Many children grow up with hardly any sense of responsibility. They do not exercise care of things because they do not know what they cost, either in money or effort. Too much is done for them. Our children

should realize the value of things by doing them. The old, self-reliant spirit which prompts and encourages a boy to accomplish for himself something that is worth while, has given way to the easier, but enervating way of accepting the results of others' efforts.

Applying this principle to our school work, it seems to me that we should have more study hours in school under the guidance of the teacher, in order that the pupil may learn how to study, and, in addition, he should have definite assignments of work for home study, with care on the part of the teacher that strict account be rendered daily for that work. This would not only tend to develop self-helping power in the pupil, the greatest benefit he can acquire, but would also strengthen him in character by cultivating a spirit of responsibility for whatever work he is to do. The difficulties besetting the great majority of the pupils who enter our high schools from the grades are due to their inability to do their own work and to master their own tasks.

Second. The benefit of the half-yearly promotion scheme is to my mind a very doubtful matter. We have had two and a half years of the experiment, and one fact is unquestioned. The upsetting of classes and the general reorganization of the school system in February, both in grades and high schools, just when the teachers have gotten a good hold on their pupils, is a positive detriment to all concerned, good and bad alike. If we had sufficient classrooms and teachers to open new classes without disturbing others, except as the backward pupils were taken out, this would not be so serious, but we have not. Every time a class is provided for, others must be disturbed.

Probably the disturbance would not be so great if all or practically all of our buildings were large, containing 20 to 30 classrooms. This, however, is not the case. Most of our buildings contain only 8 rooms, so the odd classes must be gathered up, if at all, from groups of from 3 to 5 schools. The pupils making up these classes are taken from so many different environments of principal, teacher, and pupil associates to be planted in a new one. This process may at times be good for an individual pupil, but I doubt its benefit in the very numerous disturbances incident to the present half-yearly promotion scheme under the conditions existing in the District of Columbia.

Furthermore, the segregation of the heavy, slow pupils into a group by themselves takes away all inspiration coming from contact with more capable children, one of the most potent forces in the education of children lacking initiative power.

In the high schools the application of the half-yearly promotion scheme has led to a considerable increase in the number of sections made up of small groups of pupils, with demand for a corresponding

increase in the number of teachers, thereby augmenting the actual cost of operation of the high schools. It is perhaps too soon to determine definitely the educational value of this experiment, but I am very much in doubt of its wisdom and am strongly inclined to think that the real advantages are much outweighed by the injuries wrought. We would not be the first community to confess the mistake and return to the previous plan.

The experiment of using portable schoolhouses during the past year has brought relief in the most seriously congested situations in our schools; nevertheless it is not desirable that we get to depending upon these buildings as permanent school homes. At best they are only temporary makeshifts to serve for the time and until adequate quarters in permanent modern buildings are provided.

The improved condition of our school buildings, both from the sanitary and fire standpoints, due to the enlarged appropriations for repairs and for insuring the safety of our buildings, is worthy of note. The interest and labor of the committee on buildings of the board of education have been of great assistance in bringing about this state of affairs.

Two needs in the way of new buildings are most urgent, a new normal school to be located on the site now owned by the District, and a new central high school to be located farther north on a site to be acquired. In each case the structure should be adequate, and of the most up-to-date and efficient type of building possible for the uses to which it is to be put. Among these, ample provision should be made for the physical development of every child. Gymnasias with swimming pools, where every pupil shall be taught to swim, are a necessity.

The organic act controlling the school system of the District of Columbia has among its numerous tangles one which should have been cleared up before this. This conflict concerns the duties of the assistant superintendent of white schools, the heads of departments, and the principals of the high and manual-training schools. The law is as follows:

The white assistant superintendent, under the direction of the superintendent of schools, shall have general supervision over the white schools, and is specifically charged, under the direction of the superintendent, with the unification, as far as may be practicable, of the educational work of the white high schools and of all academic and scientific subjects in the McKinley Manual Training School and the Business High School. (Pub. No. 254, sec. 3, par. 3.)

\* \* \* And each (principal of normal, high, and manual-training school) shall have entire control of his school, both executive and educational, subject only in authority to the superintendent of schools for the white schools, and to the assistant superintendent for the colored schools, to whom in each case he shall be directly responsible. (Pub. No. 254, sec. 7, par. 3.)

It is apparent from the last paragraph that it was the intent of the framer of this section of the law that, in direct disregard of the system of high-school supervision which had grown up in the District of Columbia with its multiplied high schools, the several white high-school principals should be without any supervisory control, other than the distant and general oversight which it was possible for the superintendent of schools, with his numerous duties, to give. The intent of the person so framing the law has been carried out, and, as was to be expected, the five high schools of the city have drifted along independent and widely varying ways, according to the ideas of their individual principals. Whether this has proven a benefit to the schools may well be questioned.

However this may be, one difficulty presented by the law, in the face of the preceding limitation upon high-school supervision, is the further requirement of the law, by which the white assistant superintendent is—

specifically charged, under the direction of the superintendent, with the unification, as far as may be practicable, of the educational work of the white high schools and of all academic and scientific subjects in the McKinley Manual Training School and the Business High School.

In administrative matters the law makes the white high-school principal independent of every school officer except the superintendent. In educational matters the law makes the white high-school principal independent of every school officer except the superintendent, but at the same time makes the assistant superintendent responsible for the unification of the academic and scientific work of the several white high schools. How can work be unified if no power of supervision is allowed? Closely connected with this question is that regarding the duties of the heads of the several departments in the high schools. Both of these questions should be clearly and definitely settled by the superintendent, to whom the law gives authority over both groups of officers.

The large increase in the number of teachers in the high schools during the last two years is due partly to the steady growth of the number of pupils in the schools, but much more to the introduction of the half-yearly promotion system. Pupils start in the high schools both in September and February. Classes must be organized at both periods, being only a half year apart. As the classes progress they tend to break up into smaller groups according to the electives chosen. As a result each year multiplies the classes for which teachers must be provided. The system is becoming extravagant in the number of teachers demanded, and some change restricting the choice of electives or increasing the minimum number of pupils necessary to organize a class is required.

In regard to the latter, the law allows a class to be organized if 10 pupils desire the work. It has repeatedly occurred that 10 pupils have begun a subject, but it has not been very long before the number has fallen below that mark. The class could not be discontinued just because a few fell out. There was nothing to do but to go on.

I suggest that proper limits be set in the several years of the high schools and that no class be organized unless a sufficient number of pupils enter the work. I also suggest that, in the academic high schools especially, certain subjects be restricted to certain schools.

I can not let the opportunity go by to call to your attention the great amount of work entailed in the organization and management of the ungraded and atypical schools. That this work has been put upon a school official already having his hands full, has worked injustice to this official, his regular work, and this special work. I urge that an item providing for a supervisor of special schools, at an adequate salary, be incorporated in the estimates for the coming year.

#### MILITARY AFFAIRS.

The experiences of the military organization of the high schools have this year been out of the usual line. It being inauguration year, attention was given to marching and parade duties to greater degree than in ordinary years. This was facilitated by the milder winter weather.

Arrangements were made whereby the Filipino Band, of 86 pieces, mainly reed instruments, was to head the High School Cadets, and everybody acquainted with the latter organization felt that it would prove one of the most attractive features of the inaugural parade. Unfortunately, the weather of March 4, with its driving snowstorm, prevented the turning out of the cadets on that day, much to the disappointment of all interested persons. On April 20 the cadets, under command of Col. B. R. Ross, and led by the Filipino Band, whose services were given through the courtesy of the gentlemen having the band in charge, paraded up Pennsylvania Avenue, past the State, War, and Navy Department, and thence to the ellipse, south of the White Lot, where they were reviewed by the President, who commended the organization most highly.

On April 30 the regiment was invited to participate in the parade attendant upon the dedication of the George Washington Park, at Alexandria, Va. The invitation was accepted and the cadets, led by the United States Naval Academy Band, made a fine showing. On this occasion they were again reviewed by the President, in company with Vice President Sherman and Gov. Swanson, of Virginia.

The annual competitive drill occurred at the American League Baseball Park, May 18 and 19. The prize flag was won by Company E, Capt. Dulin, of the Business High School, the first time in the history of the organization when the honor has gone to the Business School, although that school, handicapped as it was, had struggled for the prize most manfully for nearly 20 years.

I must again commend the splendid work of Col. B. R. Ross in the training of the cadets, and also acknowledge the constant interest and support of the chairman of the military committee, Capt. James F. Oyster, and his two associates on the committee, Messrs. W. V. Cox and R. R. Horner.

In conclusion, I thank you, and through you, the members of the board of education, for the courtesies received.

Very respectfully,

P. M. HUGHES,  
*Assistant Superintendent.*

Mr. A. T. STUART,  
*Superintendent of Schools.*



## REPORT OF THE SUPERVISING PRINCIPALS.

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SIR: This report, written as the report of the supervising principals by their selected representative, will be unusually short for three reasons: (1) Because in your letter of May 19, addressed to the president of the board of supervising principals and calling for a report for the school year ending June 30, 1909, you specifically ask for "a brief report;" (2) because the report is prepared under considerable pressure for time, precluding an exhaustive treatment; (3) because the writer thinks it may be well at this time to emphasize a few topics of special present importance through the elimination of all else.

### WORK OF YEAR.

The work of the year in the grades has been well done. The zeal of the workers, as a class, has been pronounced and well directed. All those working under your direction this year have been cheered and encouraged by the known existence of harmony, appreciation, and a mutual confidence. Perhaps in no calling does one's state of mind more directly affect the character of one's work than in teaching. It is a matter for congratulation, therefore, that conditions throughout the year have favored effective teaching in our schools. Another cause for gratification is found in the fact that teachers have continued in as considerable numbers as heretofore to display a commendable ambition by pursuing professional courses, both in university during the term and at summer schools during vacation.

### DIVISION CLASSES.

One of the most pressing needs in our school system to-day is clerical help in the office of supervising principal. This need has long existed, but has grown in urgency within recent years with the natural development of administrative detail. Theoretically the supervising principal is in his schools throughout school hours. This is where he wishes to be and where he ought to be, but all too often it is where he finds it impossible to be. More and more is he held at his office desk.

For supervising principal, for building principal, and for the general public a division clerk in the office of the supervising principal would relieve trying conditions which now exist. It is not easy to

educate all who have business at a division headquarters to call at the beginning or the close of a day. Many expect, and not unnaturally, to find that office open for business all day. A representative of the supervising principal in his office through the day would prevent frequent disappointment and inconvenience and occasional dissatisfaction and irritation among those calling, in person or by telephone, in the absence of the supervising principal. The burden of clerical work is often complained of by building principals. The services of a division clerk would make it possible to transfer to him some work of this nature, now necessarily imposed upon the building principal. Most important of all a division clerk would materially lighten the present office exactions of the supervising principal, giving him more time for the most important part of his duties—that bearing directly on the teaching in the schools.

Providing division clerks would not inaugurate a new policy, but merely extend an existing practice wisely instituted years ago for our high schools. Each high school now has the service of such an employee. We do not doubt the need of such service in our high schools; we only assert an equal need in the divisions of the grade schools. For the consideration of the possible questioner we call attention to the fact that a high school is wholly under one roof; its enrollment ranges from 350 to 900, and its faculty numbers from 20 to 55. On the other hand, a school division has from 3,000 to 4,000 pupils and from 80 to 100 teachers, all of whom are housed in a group of buildings numbering from 8 to 12.

To-day one of two things is forced upon the supervising principal who would keep all the lines of his diverse duties drawing well—either to carry his work to unusual hours and to recognize no such thing as a day of rest, or to secure clerical assistance at his own expense.

We respectfully ask you to advocate an extension to the divisions of the elementary schools of the policy of employing clerks, now operative in all our high schools. We urge this as the simplest, the most natural and the most economical way to better the supervision in our grade schools.

#### COURSES OF STUDY.

The existing courses of study in geography and arithmetic, in our judgment, may well be taken under consideration, looking to their possible modification or revision. The course in geography, followed now for two years, is not proving entirely satisfactory. Some revision of this course is advisable, beyond a doubt. It is also a question whether some readjustment of middle grade requirements in number ought not to be made, provided the minimizing of number work in the first grade and its curtailing in the second grade are to be permanent.

## SHOWER BATHS.

The supervising principals favor putting shower baths into grade school buildings wherever practicable. Six of our seven high schools and one grade school now have such baths. If argument as to the utility of baths in the grade schools of this city be needed, the experience had at the one building for elementary grades now possessing them seems convincing. Before funds in considerable amount are expended for a natatorium in any one public school, a goodly number of school buildings, in our opinion, should be equipped with shower baths.

We tender our warm thanks to you and to your assistants for courtesies extended and valuable advice given during the year.

Very respectfully,

E. G. KIMBALL,

*Supervising Principal, Seventh Division.*

MR. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF SUPERVISOR IN CHARGE OF UNGRADED CLASSES.

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SIR: Last year's report, the first annual one relating to the special and ungraded schools of divisions 1 to 9, inclusive, was devoted chiefly to the operation of the compulsory education law and the urgent need of supplying additional classes for the segregation of subnormal children who formerly had not attended school at all, or who had been excluded whenever their presence interfered with the normal work of the schools. Through your help our educational authorities have not only provided additional teachers but have also furnished better quarters for housing existing classes, as accessible to the various sections of the city as the numbers in each group permitted. Now that the magnitude of the special child problem is more fully realized, I have no reason to doubt that the good work will go on until adequate facilities are provided for the education of every improvable child of school age, whatever his mental or physical condition. I hope, too, that the day is not far distant when a suitable institution, under separate authority, may be established within the District, for the care and restriction of all non-improvable or real feeble-minded cases.

During the school year 1908-9 a new ungraded class was established in west Washington in the Hyde School under the charge of Miss M. A. Robey, and Miss L. A. Bentley's class was removed from its first location to its new home at 605 P Street NW. An assistant was assigned to this school, in order that the increasing number of children not speaking English might receive special attention. An assistant, Miss L. K. Pollock, was also assigned to the Gales, to relieve Mrs. Bridges, whose class had grown to twice its allotted number. It is desirable that an additional room for the use of this double class be provided at an early period.

A new atypical class was established at 3233 N Street NW., in small but comfortable rooms. At first a temporary teacher was employed, owing to the difficulty of procuring properly qualified teachers for this line of work, but later Miss E. C. Krey, having passed the requisite examination, assumed charge of the class.

It was found necessary to continue to use the small rooms at the S. J. Bowen and the Greenleaf for the classes of Mrs. Slarrow and of Mrs. Carr, but toward the end of the year a house well adapted for the purpose, 810 Sixth Street SW., was leased. The two classes were, however, not removed until September of the next year, in order that all the necessary alterations might be completed.

After the resignation of Miss Taliaferro, the Edmonds class was placed in charge of Miss M. M. Greenwood. Later this class was removed to larger quarters at 25 Fifth Street SE.

After the removal of an ungraded class from 625 Q Street NW., the building was devoted solely to the purposes of the classes under Mrs. S. P. Johnson and Miss A. E. Sullivan. As these classes have more than their allotted number of children, I think it will be necessary to provide a third teacher for this building next year. It is impossible to give these subnormal children the attention they need when the classes are large. The teachers, too, find it too heavy a drain upon their energies and resources to undertake the care of many of these children at one time.

You will find these children are, as a rule, very backward. While some eventually, under proper treatment, may find their way back to the regular classes, many, though improving slowly, will remain permanently in the special class. Occasionally an institutional case is found that has to be sent away to Vineland or elsewhere. The classes for backward children should not retain these non-educable children whenever it is possible to find a proper institution for their care.

Throughout the year all teachers of special classes received instruction in woodwork from Mr. P. L. O'Brien. Short courses in chair caning and in Venetian ironwork were also given under competent instruction. Typewriting was also introduced in all ungraded classes.

One of the most satisfactory movements of the year was the organization of our Special Child Club, with headquarters at 605 P Street NW. Its purpose is to study the child problem from both its social and psychological sides. Not only the special teachers but many of their friends are members. Round table conferences have been held and several helpful lectures given. It is my wish to have a number of informal talks before the club by leading authorities throughout the country. Arrangements to this effect have already been made for the next school year, 1909-10.

While the regular medical examiners have been helpful and sympathetic, I hope that before many years the special schools will have an examiner of their own, a physician with a psychological background, who will maintain a psychological laboratory where children may be brought to a clinic for mental examination as well as for physical defects. In this wish, I am sure my colleague, Dr. Montgomery, in charge of the special classes of divisions 10 to 13, joins.

The thanks of the special-class teachers are due to very many persons for their encouraging interest, but particularly to you, to Assistant Superintendent Hughes, and to Mrs. Ellen Spencer Mussey of the board, for constant and cordial support.

Respectfully submitted.

W. B. PATTERSON,

*Supervisor in Charge of Special Classes.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

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SIR: I have the honor to submit a brief statement concerning the educational conditions and needs of the intermediate grades.

Realizing that my efficiency as a director depended largely upon my securing the confidence and sympathetic cooperation of the teaching body under my direction, I have held, throughout the year, a series of meetings with the teachers of the intermediate grades for the consideration of educational problems. The first series of meetings of the year was devoted to the consideration of questions concerning the courses of study in the intermediate grades.

In addition to these meetings, three educational conferences were held with the teachers of the intermediate grades. The subject of the first conference was, What constitutes a good teacher?

The subject was discussed under the following heads:

Teaching as a profession.

The teacher's personality:

The meaning of personality.

Essentials of a good personality.

Making the most of one's personality.

The teacher's professional preparation:

Essentials of an adequate preparation for teaching.

The teacher's postgraduate study.

The teacher's reading.

Capacity for growth.

The teacher in the classroom:

The mastery of routine.

The secret of discipline.

True meaning of "results."

Power of scientific method.

Applying principles to conditions.

In the second conference practical problems of school routine were considered, as follows:

School routine:

The problem of economy in class instruction.

Organization as a means of economy.

Principles of habit formation.

Dangers to be guarded against in mechanical organization.

Program making:

Some things for which the teacher alone is responsible.

The program as an example of the teacher's best organization.

Form studies and content studies.

The theory of a daily rhythm.  
The factors of fatigue.  
The sequence of subjects.  
Recess and rest periods.  
Keeping faith with the program.

The third conference had for its subject, Some aims in education.  
Under this title the following topics were discussed:

Some consideration of the purpose of education.

Special subjects in the curriculum:

Arithmetic—

Its place and purpose.

A reasonable minimum.

History—

Its true value in education.

Geography—

Its aim.

Its true relation to life.

Some results that should be obtained.

Language and grammar—

The purpose of language study.

The purpose of the study of grammar.

Why postpone the study of technical grammar?

Reading—

Need of appreciation of its purpose.

Although attendance upon these conferences was voluntary on the part of the teachers, practically all of the teachers of the intermediate grades attended all of the meetings. The splendid spirit displayed by the teachers in their attendance upon the conferences gave me much encouragement in my work, and the meetings were the means of bringing me into a close personal relation with the teachers and of inspiring a high professional ideal.

The best work that a director can accomplish is the securing of an intimate knowledge of the work of the schools and the needs of both teachers and pupils. This can be done only by much visiting of the various classes and by personal conferences with individual teachers. During the present year I have visited every classroom in the intermediate grades at least once, and many classes several times. It has been my endeavor to make my visits of such a character and duration as to enable me to justly estimate the efficiency of the teacher's work and to come to some knowledge of her difficulties and problems. In these visits I have earnestly sought to secure such a relation with the teachers that they may regard me as a sympathetic cooperative influence rather than an inspecting critic.

The above is a brief account of the activities which, with a certain amount of executive work, have occupied the year now closing. I desire now to respectfully bring to your attention certain observations in regard to school conditions and needs which have been

impressed upon me in my experience with the work of the intermediate grades.

The existing list of adopted textbooks furnishes an ample source from which to order books for use as basal and supplementary matter. As funds are available many of the books now furnished in half sets should be increased to whole sets. The custom of furnishing books in half sets places upon the teachers in the upper grades a strain which can only be justified by pressing need for financial economy. A great need exists for a more adequate supply of geographical readers to supplement the treatment in the geographical textbooks, which must of necessity be very scanty upon the single section of the world which is intensively studied in any one grade. First, a complete set of basal books in each classroom, then such supplementary books as the funds in hand will permit should be the policy rigidly adhered to in the purchase of textbooks.

The unsatisfactory penmanship produced by the pupils in the intermediate grades demands that more careful and insistent attention be given to the teaching of handwriting as an art. Emphasis upon the technique of penmanship added to a general awakening of our teachers to the importance of demanding the highest character of seat and home work produced by the pupil ought to do much toward securing penmanship more worthy of our schools.

Under your direction, I have prepared and caused to be placed in the hands of the teachers a definite and suggestive course of study in physiology. The courses in geography and history have not proven themselves well adapted to the grades for which the courses were intended, and considerable revision is necessary before the beginning of the next school year. The course in nature study and science was purposely left somewhat general this year, as it was the thought of those who made the course that more efficient work would be accomplished if teachers were allowed to select, from a limited number of subjects, those which they felt best able to teach. Many of our teachers have done splendid work under this plan, but it seems best for the good of the entire school system to recommend that a more definite course be prepared for these subjects.

The somewhat unusual condition of affording more opportunities for manual training to girls than to boys exists in our schools. Beginning in the third grade the girls receive instruction in sewing while the boys are afforded no parallel opportunity for handwork until they reach the seventh grade. While the girls are engaged in sewing, the boys are usually employed, under the direction of the teacher, in the ordinary activities of classroom work. A few of our teachers have so felt the need of manual training for the boys of the fifth and sixth grades that they have, by their own efforts, provided means of employing the boys in manual exercises during the time in which



the girls were engaged in sewing. There should be some systematic plan for providing manual training for the boys of the fifth and sixth grades. Basketry, knife work, wood carving, or simple exercises in woodworking would satisfy this felt need for manual training.

The greatest need of our schools to-day is the need for closer and more helpful supervision of the educational work in the classroom. The source of educational inspiration in each division should be the supervising principal. In every case the person occupying this position is a well-trained educational expert and a teacher of splendid practical experience. To be of greatest service to the teachers he should be constantly in the classrooms inspecting, directing, and suggesting better methods of meeting the problems presented to his teachers. In spite of the many demands upon them our supervising principals have been able to exercise a high degree of real educational direction and supervision, but their time has been too much used and their energies too much consumed by the immense number of administrative details to which they must personally attend because of lack of clerical assistance. Again and again this matter has been brought to the attention of the board of education in the reports of various school officers and I take this opportunity to ask that some steps be taken to provide the supervising principals with proper clerical assistance in order that these officers may devote practically all of their time and energy to educational supervision.

I wish to express my appreciation of the splendid spirit displayed by our teachers in their relations with pupils, parents, and the officials of the school system. I have found them earnest, quick to accept suggestions, self-sacrificing, and devoted to the highest professional ideals.

For your unfailing courtesy and helpful suggestions I thank you. They have been a large factor in increasing the pleasure and efficiency of my work.

Very respectfully,

S. E. KRAMER,

*Director of Intermediate Instruction.*

MR. A. T. STUART,

*Superintendent of Public Schools.*

## REPORT OF DIRECTOR OF PRIMARY INSTRUCTION.

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SIR: In submitting my report for the year 1908-9 I wish to express my appreciation to you and to the board of education for the generous help extended in the furnishing of new reading matter for the first and second grades.

### TEXTBOOKS.

The schools have been crippled in this respect for several years, and while much remains to be done, the work has been greatly facilitated this year by the purchase of the Wide Awake First and Second Readers, Boy Blue Stories, and the Bender Primer. All of these books are giving satisfaction to teachers and pupils. There are 34 schools which could not have these books this year on account of lack of funds, but I hope the deficit may be made up next year.

The third grades are supplied with reading books only. There are no texts to supplement the work in history, geography, or general literature. The Robinson Crusoe which is used in the traveling libraries is furnished in such small numbers that it does not reach the pupils when they need it most. When it does arrive it must be read hurriedly in a week or two, in order to be passed on to another school. As the second grade history is based on this book, it should be read in 3A schools early in the year. I recommend that this book be furnished in half sets as a supplementary reader and that its use as a traveling library book be discontinued.

The fourth grades are fairly well equipped with reading matter. The few difficulties which arise come from the mixed conditions of the schools (double grades or A and B schools). The Fairbanks Home Geography, which is a traveling library book in this grade, is subject to the same criticism as the Robinson Crusoe in the third grade. The books do not get to the children when they need them most, and when they do come they stay too short a time to be of much service. I recommend that enough books be purchased to place half sets in the fourth grades and that their use as traveling library books be discontinued.

The straightening out of these ragged conditions will greatly facilitate the work in these grades.

## READING AND LIBRARIES.

In spite of all drawbacks the reading in our schools has reached a high standard. The number of children who have library cards and who take books from the Public Library to supplement the studies of their grades is constantly increasing. The reading is also influencing the children in their choice of birthday and of Christmas books. The lists, which they make up for the guidance of their parents and other members of the family, show that literary standards are being formed.

The schools owe a large debt of gratitude to the Public Library for its cooperation and assistance. Many of the children go long distances from their homes to secure library books. The roller skate is the usual vehicle of travel, and saves car fare. The books furnished outlying schools by the Public Library have an influence in the homes, where they are read by the children of older growth.

## MANUAL TRAINING.

While the time schedule allows 45 minutes a week in the third grades and 60 minutes in the fourth to manual training, it is the girls only who are furnished with material for such training. The beginning of better things is shown in the recent furnishing of raffia for third grade boys, and of a few knives for some fourth grade schools. I let one or two of the boys in the fourth grades which have these knives speak for themselves.

## WHAT I DO WHILE THE GIRLS SEW.

Before I started to whittle I made houses out of paper. Now while they sew I whittle. I have just finished my sleigh because the wood would split and then I would have to do it over. I work in the cloakroom because if I worked in the room on my desk it would get all cut up.

I am starting my bench. First I must have my pattern and then the toy. I have to be careful of the way I get the grain of the wood. After I have cut it out I nail it with brads. The tools I use—hammer, knife, pencil, ruler, sandpaper and square. Miss Linn gives me the knife to use, but I have to get the other things myself.

At home I am making baskets out of raffia. I learnt to make them in New York.

HAROLD THIELE.

## WHAT I DO WHILE THE GIRLS SEW.

While the girls sew I work with raffia. I am making a mat to set hot dishes on. I used to make baskets, but I did not know how to put designs on them then. In the mat is a green star. I work at my desk. My teacher lets me work after I get through my written lesson, so I will finish it by June 23, 1909. I use raffia, reed, and a needle. I like to work with raffia and reed.

I have also made a reed basket. The teacher showed me how to make them. They are made with reed, which must be in two sizes. Sometimes the reed snaps and breaks, so it has to be soaked.

I have made slippers, too. They are made of worsted with crochet needle and have leather soles. I love to make slippers. I had the scallop stitch at the top. I made a pair during the Easter holidays. It was made out of red worsted. I am going to make some pairs during the summer.

JOHN MACNAB.

The work in the few schools which have been furnished Sloyd knives is highly creditable to both teachers and pupils. I hope it may not be long before the board of education will be able to furnish half sets of knives and some small saws to each building in the city. The furnishing of each building will insure the use of the tools in several different classes while the girls are sewing.

A word for the girls: The form of manual training for the girls is sewing, and their work is well done under the direction of Mrs. Cate and her assistants. A special feature of the work which deserves mention this year is the extra Christmas work, which was done by many of these 9 and 10 year olds. They brought their own bits and scraps of silk, ribbon, and linen and made pin holders, needle books, and many other dainty gifts for their friends.

The boys and girls in all grades have found an outlet for their energies and have given expression to various forms of work through paper and cardboard construction. A high degree of skill has been shown in many fourth-grade schools, where the geography unit in transportation has been developed in construction work from the Greek galley and Norse ship down to the new Sixteenth Street herdie and the airship. A freight car with trucks which "do not turn," or an automobile without its latest up-to-date attachment, is an object of derision when completed.

The number of tools, electric batteries, electric and water motors owned in some of these fourth grades, and the uses to which they are put by individuals and by groups of boys, shows that the sociological tendency in education is well under way in the Washington schools.

#### EXTENSION WORK IN HISTORY AND GEOGRAPHY.

Since "the industries of Washington" is one of the units in the geography course of the fourth grade, I strongly recommend your consideration of a limited amount of freedom for teachers who wish to take their pupils to near-by or distant industrial plants. It is wholly unpedagogical to expect this work to be done by descriptions and by pictures only. If one visit could be allowed for the first term and one for the second, it would give these young citizens-in-the-making right conceptions of the industrial activities of this community. Since this power has been taken from the teachers by the action of a former board, the children have suffered a decided loss. In some of the best residential sections of the city there are many

third-grade children who have never seen the Capitol, the Congressional Library, or the White House. This is no exaggeration, as I found it true from tests made during last year and this. The children have also lost much of the historical background formerly furnished by visits to the National Museum. Many of the teachers, who have felt this objective basis necessary for their work, have taken their pupils on such trips on Saturdays or after school. It is difficult to arrange for after-school visits, and in some of the Government Departments no visitors are allowed after 2 o'clock. As this is legitimate school work, I ask your consideration in allowing it to be done in school time.

#### SUPPLIES.

I recommend further that the buying of supplies be expedited as far as possible. The first grades particularly were greatly inconvenienced this year by the lack of materials ordered in June but not delivered until late in the fall. Teachers should be able to begin their schools with full supplies for the first term's work at least, if it is not possible to furnish supplies for the entire year at that time.

#### UNUSUAL ABSENCES.

The primary schools have suffered more than in any previous year from the epidemic of measles throughout the city. From early December until the close of the year the schools were broken in attendance. Out of a class of 40 children, teachers would have only 10, 12, or 14 present for days at a time. When measles was followed by whooping cough, some schools were almost despaired of. The teachers did not yield to discouragement, but in fine spirit redoubled their efforts to build up the work lost through long absences. It will, however, be necessary in some first and second grades to hold back more children than usual this year.

It should always be kept in mind that our first and second grades are one session only, three and one-fourth hours a day instead of five hours, as in most city schools. The third and fourth grade children therefore have a preparation of two years of half-day schooling as a foundation instead of two years of whole-day schooling. In spite of this our schools measure up to the standards set for the best primary grades in other cities. This too is attributable to the spirit of the teachers and their quick response to every suggestion of supervisory officers.

#### COOPERATION.

The work of the primary schools would fall far short of the ideals established if they were to lose the cooperation of the teachers of special subjects. The special work is so related to the regular work

of these grades that the closest harmony, sympathy, and cooperation must be maintained.

The special teacher is recognized as a friend and helper, and the courses of study in music, physical culture, and drawing are built up in connection with the other activities of the school. Miss Bentley has given much time and many valuable suggestions to all teachers at grade meetings, and has especially trained the model teachers of the first and second grades.

The work previously mentioned in cardboard construction, knife work, drawing, and painting merits especial attention this year. Miss North (who is assigned primary work by the director of drawing) and her assistants have carried very full and heavy programs in order to reach all of the teachers, and the work exceeds all standards of former years.

In closing this report I wish to express my appreciation of the work of the model teachers and to pay a special tribute to my assistants, Miss Edna V. Riddleberger and Miss Lulu McNally, for faithful and efficient service. They have both worked early and late in their efforts to bring the schools to a high degree of efficiency. Miss Riddleberger has been a recognized power in the primary schools as an assistant to my predecessor and to me. She has always helped and has never antagonized teachers or officers. She leaves the schools with the good will and good wishes of every teacher who has ever worked with her.

#### MEETINGS.

Eighteen grade meetings have been held by the director for special instruction of teachers in regard to the courses of study, and 3,056 visits have been made to teachers' class rooms by the director, her two assistants, and the model teachers in order to test work and to give help and suggestions.

I wish to thank you personally, also Mr. Hughes and the members of the board of education, for many courtesies and for much help in my work during the year.

Very respectfully,

ELIZABETH V. BROWN,  
*Director of Primary Instruction.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

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SIR: I have the honor as assistant superintendent in charge of colored schools to submit my report for the school year ending June 30, 1909.

I would earnestly renew without further argument the following recommendations which were advanced in my report for 1907-8:

A. The normal school:

- (a) That, for the benefit of students whose special abilities have been demonstrated in the first year, elective studies of a somewhat advanced nature be offered in the second.
- (b) That the two-year courses be eventually lengthened to three years.

B. The secondary schools:

- (a) That Spanish be introduced as an elective at both schools.
- (b) That foreign languages be divided for purposes of supervision into two groups, ancient and modern, and placed under two persons.

C. The elementary schools:

- (a) That serious consideration be given the proposition to appoint men graduates of the two-year course of Normal School No. 2 to the fourth grade at the outset of their service.
- (b) That a system of promotional examination for teachers be introduced.
- (c) That the organic law be so amended (1) that the assistant director of primary instruction be assigned a basic salary of not less than \$1,600; (2) that a supervisor of manual training and a director of intermediate instruction be provided for the colored schools.
- (d) That, for example, by introducing a modern language as an elective in the seventh and eighth grades at certain carefully selected centers, by organizing these grades departmentally, etc., some provision be made for effecting an easier transition from the materials and methods and discipline of the elementary schools to those of the secondary schools.
- (e) That, in the day schools as well as in the night, adequate provision be made for teaching trades and industries, selected in accordance with the industrial needs and opportunities of our colored community, to youths 14 years of age and over who would else fall into the ranks of unskilled labor.

### NORMAL SCHOOL.

#### THE POINT OR CREDIT SYSTEM.

Graduates of Normal School No. 2 in the class of 1908 were appointed to teach in the order of their standing. The standing was determined in the main by the efficiency of the candidates in practice teaching. This occupied one-fourth of the two-year course.

Three-fourths of the course exercised little direct effect upon the graduate's status and hence upon his chances of appointment.

Accordingly, I urged upon the principal and faculty the establishment of the point or credit system. Under the system introduced, the theoretical studies are evaluated on the basis of recitation time allotment; the art of teaching is for the present given a value of 40 per cent. The status of the graduate is a resultant to which the various theoretical studies and the practice teaching severally contribute according to their carefully ascertained values.

The point or credit system, with its proposed improvements, is far more equitable and hence far more susceptible of clear and satisfactory explanation to the disappointed and remonstrant parent than any system of rating previously employed at the Normal School.

#### LABORATORY FACILITIES.

The teaching of hygiene, child study, psychology, and nature study can not reach a satisfactory level of efficiency until the Normal School is supplied with laboratories of modern type and equipment. At present facilities for the various tests and experiments required in these studies are almost wholly lacking.

#### AN EMPLOYMENT BUREAU.

As indicated in my report for 1907-8, the number of graduates in the regular course has averaged 35 since the extension of the course to two years. The class of 1909 contained 39 persons. But this supply is in excess of the demands of our school system. While reaffirming my belief that the course should be lengthened to three years since there are students in plenty and an additional year would give each graduate a much better training, I realize that this view of the matter is not likely to prevail for some time. In the interim what shall be done?

Now, I am of those who would emphasize "the national interest" in the affairs of the District of Columbia. The Nation pays half of the expenses for the normal school; is it not appropriate for the school authorities to facilitate by all reasonable means the distribution of our surplus graduates to city and town and rural schools not only of Maryland and Virginia but also of the States lying farther south? I earnestly recommend the organization of an employment bureau at Normal School No. 2 to aid our surplus graduates to meet the insistent demands of the New South for teachers of sound education and modern professional training.



## SECONDARY SCHOOLS.

## PUPILS PREPARING TO ENTER THE NORMAL SCHOOL.

In the M Street High School certainly the largest single group of pupils is preparing to enter the Normal School and in the Armstrong School this group is of appreciable size and tends to become larger each year. The special needs of such pupils should, I think, be more systematically met than at present. Thus, pupils planning to enter the regular course of the Normal School should be required to include physics, botany, and zoology, a good deal of physical geography, and a good deal of history in their programs. Indeed, since the history of education is an important part of the history of human culture, a course in history of education might wisely be offered in the fourth year.

Nor should I be loath to see provision for a more exact and complete knowledge of the principles of English grammar than can be gained from the prescribed four-year course in English, and for a review from a higher level of the principles of arithmetic in their applications to actual business transactions. Such an arrangement would tend to relieve the Normal School—a professional school—of teaching academic subjects.

## NEW APPOINTEES

Time was when our high and normal school salaries, in comparison with those offered by other school systems, were so small as not to attract the best teachers from other cities. Under the present salary schedule a teacher of successful experience appointed from some other city receives a salary which gives ample consideration to his years of teaching. Under these circumstances I think it a mistaken policy to fill vacancies in our high and normal schools with untried youth. It is of the utmost importance to search far and wide for the teacher whose professional career shows him to be absolutely the best qualified person obtainable for the vacancy. It is the part of wisdom to run no risk of appointing an incompetent.

## ADMINISTRATION OF ELIGIBLE LISTS.

The provision of rule No. 21 of the board of education that appointments of persons from the eligible lists reported by the board of examiners "shall be made in the order of their rank as vacancies occur in the position for which the candidates have respectively qualified" ought, in my judgment, to be revised.

The purpose of this provision is, of course, to place all appointments absolutely upon the basis of merit; and the merit system is certainly the *conditio sine qua non* of any decently organized school system.

For actual administration, however, the letter of the rule has been found frequently to operate against the best interests of the schools, particularly in the case of the academic and manual-training high schools. No. 1 on the eligible list may be a person whose temperament, whose personal predilections, whose professional interests—one or all—make him distinctly less desirable as a teacher at M Street High School or at Armstrong, as the case may be, than No. 2. The objection to No. 1 may be patent to the principal and his heads of department. Moreover, in most cases the per cent rating of No. 1 is only a few points higher than that of No. 2.

Now, I maintain that to this extent such an iron-clad rule militates against that very efficiency in the interests of which the rule was devised. I maintain that the welfare of the service demands that the principal be permitted freely to choose, say, any one of the three persons standing highest on the appropriate eligible list. And just this revision in the rule I earnestly recommend.

For purposes of comparison it may not be amiss to cite the well-tested rule of the United States Civil Service Commission:

Whenever an appointing officer desires to fill a vacancy by original appointment he makes requisition upon the commission for a certification of names, specifying the kind of position, the sex desired, and the salary. Upon receipt of such requisition the commission takes from the proper register of eligibles the names of the three persons standing highest of the sex called for, who indicate in their examination papers that they are willing to accept the salary of the position to be filled, and certifies them to the appointing officer who is required to make selection. The appointing officer may select any one of the three names. The two remaining names are returned to the register to await further certification.

\* \* \* An eligible may be certified for appointment three times to the same department or office from one examination. \* \* \* An eligible who has been certified three times to the same office or department may be subsequently selected, subject to the approval of the commission, from the certificate on which his name last appeared, if the condition of the register has not so changed as to place him in other respects beyond the reach of certification.

My recommendation is based upon the view so clearly and authoritatively stated by Messrs. Dutton and Snedden (*The Administration of Public Education in the U. S.*, chap. 20, p. 373):

The high-school principal with the varieties of specialized work which he controls and the varied interests to be considered should have power to select his faculty from a wide field. His choices should always have the approval of the superintendent and the board of education before final selection; but these should not attempt to make selections for the high school without the consent of the principal.

To limit the principal's choice to the three persons standing highest upon the list is a conservative recommendation, but it is better than to leave him without any choice at all.

## SHALL ARMSTRONG BECOME A TECHNICAL HIGH SCHOOL?

The conviction that the manual-training high schools do not meet the needs of the youths and the communities for which they were built is widespread. "I believe," says Superintendent Elson, of Cleveland, for example, "that it is wise to move rather toward the making of technical high schools than toward so-called manual-training schools." Some such conviction insinuates itself into the minds of parents whose boys graduate from a manual-training high school after four strenuous years of application to various forms of wood and metal working, but who then, being unable or indisposed to advance to the engineering schools, find themselves more or less handy with the various tools and machines but definitely equipped for entrance upon no vocation.

But what is a technical high school? Its nature and function have been clearly defined by Secretary George H. Martin, of the Massachusetts State board of education (1908 meeting of the N. E. A. Department of Superintendence). He says in part:

- (1) Such a school will have an avowedly vocational purpose. \* \* \* (2) The vocations for which such a school would prepare are not the professions. \* \* \* (3) Technical high schools may be commercial, agricultural, or mechanical. \* \* \* (4) In the age of its pupils, in the length of its courses, and in its preparatory requirements, a technical high school should correspond with high schools of other sorts. \* \* \* (5) Being a technical high school its distinctive function would be to develop economic efficiency, but in common with all public schools it must aim also to develop intellectual and moral character. \* \* \*

Armstrong certainly can not, then, be transformed into a technical high school by simply changing its name. The transformation must profoundly modify the point of view, the motivation, the nature, and scope of every study and of all shopwork. For every phase of the institution's endeavor must be definitely correlated with its specific purpose of preparing boys and girls for entrance upon industrial pursuits.

Now, the question naturally arises whether the establishment of a vocational school of secondary grade relieves the community of the duty of providing one of elementary grade. It is notorious that only a comparatively few pupils ever complete the eighth grade of the elementary schools, fewer enter the high schools, and fewer still ever complete the high-school course. In 1908-9 the enrollment in the various grades and in the several high-school years, by sex, was as follows:

*Total enrollment in elementary and high schools, 1908-9.*

	Male.	Female.	Total.
<b>ELEMENTARY SCHOOLS.</b>			
First grade.....	1,597	1,587	3,184
Second grade.....	1,361	1,257	2,618
Third grade.....	1,071	1,300	2,371
Fourth grade.....	888	1,114	2,002
Fifth grade.....	768	976	1,744
Sixth grade.....	541	791	1,332
Seventh grade.....	402	660	1,062
Eighth grade.....	298	509	807
Total.....	6,926	8,194	15,120
<b>HIGH SCHOOLS.</b>			
First year.....	221	406	627
Second year.....	103	282	385
Third year.....	72	127	199
Fourth year.....	43	124	167
Total.....	439	939	1,378
Grand total.....	7,365	9,133	16,498

Is it not abundantly clear from a cursory glance at this table that our high-school pupils are a very small and select class indeed? A consideration of such conditions as set forth in reference to our own schools makes evident the correctness of the view expressed by Principal Barker, of the Cleveland Technical High School (1909 meeting of the Eastern Association of Manual Training Teachers):

\* \* \* The duty of the vocational high school will never be the same as the duty of the vocational school of the grammar grades. A vocational high school must train for industrial leadership just as an academic high school trains for professional leadership.

So, then, I propose the query: Shall Armstrong Manual Training School be transformed not merely in name, but in deed and in truth, into a technical high school? The problem deserves the most careful consideration. Personally, I recommend the change.

**THE HOUSEHOLD ARTS AT M STREET.**

Whether Armstrong becomes a vocational school or not, should the household arts for girls be made available for M street pupils in the new building which is being projected?

The M Street High School enrolled during the year 530 girls and 188 boys, the girls forming 74 per cent of the aggregate.

Some of our girls will go on to college. A few on still to professional schools. More will go through the normal school. For others the high school will complete the period of formal education. Some—too, too many—will, through no fault of their own, be unable to remain to win the high-school diploma. But whatever the educational destinations of these various groups of girls, many will marry in a few years and set up homes of their own; and sooner or later all

will find that intelligent skill in home making and home-keeping is of daily importance to themselves.

It is true that in the average home the girl picks up in a hit-or-miss fashion some knowledge, for example, of cookery, some skill in the art; but in how many homes may she pick up a knowledge of bacteria in relation to the preservation of foods; of nutritive values; of what foods are in truth dear and what cheap? Domestic economy, to be worthy of the name, must rest upon a scientific basis. To our schools, then—and particularly to our high schools—must we look for the fundamental training in home making upon which the health and happiness of our community so largely rests. And, be it remembered, that of the 939 girls in both secondary schools, 530, or 56 per cent, are enrolled at M Street.

I should, then, undoubtedly equip the new M Street High School building with a plant for teaching the household arts with a view to home making.

M street is, and must always remain, a high school of the literary type—a people's college in which the history and literature of the ancient and the modern worlds are unlocked to our youth, a cradle of humanism. From the M Street High School must continue to come bodies of young men and women with a basic literary education, destined for leadership by professional service—our teachers, our physicians, our clergymen.

#### SEPARATE BUSINESS HIGH SCHOOL.

I would renew with special emphasis my recommendation of last year for a separate Business High School.

My own interest in the proposition is not primarily from a desire to train bookkeepers and stenographers, although the supply of persons competent to do such work does not now meet the demands of the colored business community. The demand for such service, however, is very definitely limited by the opportunities for Government employment and by the needs of the colored business community. My interest is primarily due to a realization of how small is the number of colored men and women now engaged in the various forms of business enterprises and how important to the basal progress of the Negro people is the training of selected youth to increase this number. The business man, however paltry his capital, must think and plan and save—must rely upon his own judgment and employ his own initiative. One such man is worth a dozen clerks and adding machines. And so I am anxious to see adequate provision for giving such of our young men and women as really seem to have appropriate interests and aptitudes that fundamental training in the study of actual business enterprises not beyond the reach of their own reasonable ambitions.

in industrial and commercial history, in economics, which appears to be the best foundation the schools can give for business pursuits.

At least three capital advantages are possessed by the white boy: (1) He lives in a commercial atmosphere. Prices and profits, loans and investments, form part of the family talk at the dinner table. These things become familiar to the boy's thought, because they are so bound up with the family's life. If he has the slightest aptitude for business, what is better fitted to stimulate it? (2) The success of the father or the elder brother in store or bank inspires the white boy with confidence in his own powers, as what does not? (3) Finally, the white boy has opportunities in plenty to get a start in his father's grocery store or in a friend's office or in the great department stores. For the colored boy the school must provide the commercial atmosphere, the school must inspire a reasonable self-confidence, the school must exert itself earnestly, systematically, and tactfully to discover here or there a chance for the promising youth to get a start.

Only a real school can do these things, and such a school our youth should have.

#### THE ELEMENTARY SCHOOLS.

#### TEACHERS OF THE MANUAL ARTS.

Thanks to the organization this year of the normal course in manual arts, the departments of drawing, manual training, and domestic science will shortly reach the point at which every new appointee will be a graduate of a modern two-year professional course. With better trained teachers these departments will secure to their subjects a higher educational value and a more secure place in public esteem.

#### THE DEPARTMENTAL PLAN.

The teaching of grammar and arithmetic in the intermediate grades of our elementary schools is certainly more efficient than the teaching of history or geography, although here and there a teacher's special enthusiasm for a subject other than grammar and arithmetic does secure notably good results. Now, it is undeniably true that the number and the diverse character of the subjects of instruction place a too heavy burden upon even the well-equipped teacher, and this condition, I am convinced, accounts very largely for the facts. Grammar and arithmetic are preeminently the "drill studies;" they lend themselves much more readily than do history and geography and literature and composition to machine methods. Curiously enough, it is precisely the studies that lend themselves to the culture of the child's emotions and the refinement of his moral

nature—I mean in particular history and literature—that now suffer most at the hands of the overburdened teacher. I sometimes fear that the theoretical enrichment of the curriculum with the newer studies means the practical impoverishment of the rest. Here, then, is a situation of vital concern to the community.

As a solution of the difficulty of successfully enriching the curriculum of the elementary school, President Eliot, of Harvard, suggested departmental teaching. In 1900 New York City introduced the departmental system into the seventh and eighth grades. At the present time over 150 schools there are so organized. Among the cities that have profited by the experience of New York I may mention Troy, Syracuse, Buffalo, Albany, Philadelphia, Indianapolis, Chicago, and Boston.

Washington would do well to introduce departmental teaching experimentally in one or two of its larger buildings (grades 7A to 8B). The details of arrangement would be somewhat as follows:

Every class would be assigned a teacher who would be responsible for the discipline, attendance, and records of that class.

The class teacher would teach all the English subjects to her particular class, the pupils reciting to her at the first period in the morning and the last in the afternoon.

Every teacher would be a class teacher, but in addition would teach other pupils as well as her own some group of subjects other than English.

No teacher would specialize in any group of subjects unless she were really interested in those studies and really qualified to teach them well.

The satisfactory working of this reform would largely depend upon the efficiency of the principal in educational supervision, and to this end the principal should not be assigned more than a minimum of classroom teaching.

The direct advantages of the arrangement thus roughly sketched are obvious. Moreover, a certain measure of departmental teaching in the intermediate grades prepares pupils, it is clear, for the thoroughgoing use of the system in the secondary schools, and thus importantly contributes to bridging the present gap between the two groups of schools.

I hope to see the seventh and eighth grades in at least one of our larger elementary school buildings taught on the departmental basis next year.

Money might actually be saved to the District of Columbia if the larger school buildings were eventually departmentalized, for most of the special branches—I mean drawing, music, physical training, and sewing—could be assigned to teachers within the buildings, thus dispensing with the service of special itinerant teachers. Wood-

working and cooking would, of course, be unaffected. Such economies as I have indicated would, of course, be attained gradually by not filling vacancies or appointing additional teachers in the special departments and, perhaps, by assigning qualified teachers now in the departments to the regular staff of the elementary schools.

Both as a matter of economy and as a matter of educational efficiency the departmental plan is worthy of most careful consideration.

#### CONCLUSION.

In conclusion, I beg to acknowledge with gratitude the many kindnesses and courtesies and above all the confidence I have received from my colleagues of the colored schools, from janitor to supervising principal; from you, my dear Mr. Stuart; from the members of the board of education and in particular from President James F. Oyster.

Many and rich as are the traditions of high service in our schools through a long and notable past, I believe that at no moment of their history has their ministry to the great range of human needs and aspirations among the children of our community been more effective than in the year just past. Never has that ministry been more appreciated by the great wholesome masses of the people.

Very respectfully,

ROSCOE C. BRUCE,  
*Assistant Superintendent.*

MR. A. T. STUART,  
*Superintendent of Schools.*



## REPORT OF DIRECTOR OF NIGHT SCHOOLS.

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SIR: The following is a brief report of the work of the District public night schools for the year 1908-9:

Schools, like all other finite things, are good or bad relatively. Applying this test to our night schools, I can unhesitatingly say that they are doing good work. The total enrollment this year increased from 3,654 to 3,792, the white and colored enrollment being the same, 1,896. The average enrollment increased from 1,984 to 2,180, and the average attendance from 1,573 to 1,751.

In the grade schools the course of study was made more definite and was more closely adhered to, with good results. The same may be said of the high schools. More care was used in admitting to high schools, and the standard of work was kept high. At the Business High School certificates covering the units of work done were issued at the close of the term to those pupils whose work and attendance warranted it. The knowledge that such certificates were to be given kept up the interest of the students and produced excellent results. We have been giving for some years certificates from the eighth grade entitling holders to entrance to the high school.

Last year, owing to the division of night-school funds in the District of Columbia appropriation act, the commercial and industrial classes were in session only 57 nights, while other classes were open 80 nights. This year the fund was not so divided, and all classes were on the same footing. The colored schools were open this year 72 nights, except the Garnet, which was open 75 nights. The white schools were open 67 and 74 nights, the Franklin and the Business High, having 74. The Franklin, the Business High, and the Garnet were opened after the Easter vacation to see if pupils would return as late in the year. That they did so showed that it would be advisable to have central schools in session through April, if not later.

Sixty per cent of the pupils enrolled in October were enrolled at the close of the term, and 60 per cent of those enrolled were in attendance long enough and regularly enough to make material advancement possible.

The average age of grade pupils in the white schools was 18.5; in the white high school, 20.2; in the colored schools, 28.9.

The attendance in the white schools is greater in the intermediate grades than in the primary, while in the colored schools the reverse is true. This is to be expected in a community like Washington,

where the percentage of illiteracy among white adults is very small and where the very large colored population has a considerable element which has come into the city from sections of the country having limited school facilities.

The increased enrollment in the foreign classes at the Franklin School this year necessitated the employment of three additional teachers, making eight teachers in those classes. This is gratifying. In these classes prizes for English composition were given by the Flag Chapter, D. A. R., and by the Council of Jewish Women. The exercises at the close of the term when the prizes were awarded were very interesting. Both the chapter and the council were represented, and an inspiring address was given by Mrs. Scott, the national president general of the D. A. R. We are under obligations also to these societies because of their aid in obtaining an extra appropriation last winter, enabling the schools to continue till the Easter holidays.

The opening of the McKinley Manual Training School to night classes is very desirable. This could easily be done by transferring to the McKinley the Business night school and combining under one management the commercial and industrial classes. The only hindrance to the accomplishment of this plan is the lack at the McKinley of storage room for the necessary typewriters. We could rent the machines if we had a place to put them when not in use.

I desire to call attention to the intelligent and faithful labors of our night-school teachers. While nearly all of them are at work during the day, the greater number being day-school teachers, yet they go to the night classes, making up in enthusiasm and in a realization of the importance of their work what may be lacking of physical strength.

The need of larger appropriations for public night schools has been presented to Congress by you and the board of education. We should increase the pay of the teachers. We should establish additional classes. We should be able to keep the schools in session as long as pupils are anxious to attend. We should offer to young men and women unable to attend school during the day as good opportunity to obtain the necessary equipment for a successful life as that offered them by the best private schools.

In conclusion, permit me to thank you and Asst. Supt. Hughes for your uniform kindness to me and the teachers, for your deep interest in the night-school work, and for your helpfulness in its furtherance.

Very respectfully,

B. W. MURCH,  
*Director.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF MUSIC.

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SIR: The work in the department of music for year just closing has been noticeably weak in the first grade. This is due to the fact that so few of the first-grade schools are supplied with complete sets of the Song Primer. I am sure it will appeal to you as a reasonable demand that each first-grade school be supplied with a full set of these books, that the work of this grade may be uniform in character and of a high standard.

In the second grade and in the fifth grade the material in use is unsuited to the needs of the grade.

The experiments carried on in other cities, where music has been made major elective in the high schools, continue to attract the interest of progressive educators, and the results warrant a repetition of my urgent recommendation that music be placed on such a basis in the Washington high schools. As a first step toward this end I earnestly recommend the adoption of a point system in the high schools, by means of which the several courses in music, which are contemplated in the major elective course, may be given their respective values in counts toward the diploma. I further recommend the appointment of a teacher of music for each high school, that music may have at least as much recognition in the high-school course, as drawing and physical culture have. Until such steps are taken it is futile to plan for the extension of the course in music in our high schools.

In April of the present year a new teacher was appointed in the department of music. The assignment of this teacher for the remainder of the year was to work in the lower grades, where additional help was sorely needed.

Through the courtesy of the superintendent of schools the large basement room, which was vacated in midwinter by the custodian of supplies, was given to the department of music for an office. There is no estimating the advantage to the department of having this large room, accessible, yet removed, where meetings can be held, large groups of children assembled for chorus training, and demonstrations made with voice or piano without disturbance of either the graded schools or offices in the Franklin Building.

Throughout the winter there has been a weekly meeting in this office of a class of teachers in the graded schools, who have made a

serious, consecutive, and thoroughly musicianly study of the symphonies of Beethoven. Much interest has been manifested in this work, and it is intended to continue it another year.

A class of 160 teachers attended a course of lectures on music given by Mr. Wm. L. Tomlins. The stimulus of these lectures, which were as broad as the whole subject of life and of teaching, was felt not only in the department of music but, I am persuaded, in every department of our school work. It is earnestly hoped that Mr. Tomlins may return in the autumn to continue and complete these studies.

The boys of the ungraded schools, 60 in number, were organized into a special music class, and came once a week for rehearsal in the office of the department. It has been most interesting and profitable to observe the influence of music upon these lads. They have loved the work and have given their best cooperation. In this the teachers of the ungraded schools have also given unstinted service, walking long distances with their boys to attend the rehearsals, and remaining with them long after the hour appointed for closing the session.

In June a concert was given by this class, to which school officials and friends of the boys were invited. The program gave much pleasure.

It is intended to continue and extend this work with the boys of the ungraded schools next year, using music as a distinct constructive force in the education of this group of students.

At last the first step has been taken toward the realization of a long-cherished plan—that of correlating the chorus work of the high schools with the music interests of the city. A supplementary chorus of 30 voices assisted the Choral Society in the last concert given by that organization. These high-school choruses have grown to love the really great composition, and are ready for the serious study of some work of acknowledged merit. There should be at least one oratorio for each high-school chorus, and the chorus which has begun by supplementing the Washington Choral Society should end by dominating the musical interest of this community, creating a demand for the symphony and the oratorio.

I fear very few school officials realize the extent to which the department of music is called upon for work outside the limits of the teaching program.

Within a period of two weeks the director and Miss Mason were called upon for five evening engagements in the interest of school entertainments. Besides the physical wear and tear of these extra performances, there are the items of car and cab fares, suitable dress, etc., which are not inconsiderable.

While fully realizing the æsthetic and social value of these entertainments to the schools, and desiring always to contribute to their success, I nevertheless feel that they should be recognized as an essential feature of the work of this department and that the programs of teachers of music should be arranged with forethought for these demands upon their time.

As incidental and superimposed upon an already overcrowded program, they are too heavy.

In closing I desire to express appreciation of the splendid cooperation and intelligent and faithful work of the teachers of the department.

Very respectfully,

ALYS E. BENTLEY,  
*Director.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF DRAWING.

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SIR: I have the honor to submit my report of the year's work in drawing.

In order to get into touch with the grade work, to meet the teachers and to hear of the difficulties with which they had to contend, I, as director of drawing, visited every school in the District of Columbia. I had many conferences with the teachers and heard repeatedly expressed by those of the higher grades the wish for more definite directions. To meet this need a course in drawing was written out and hectographed. As it was hectographed and not printed, it was possible to illustrate it with notes and charts full of suggestions.

In the first four grades the plan of the work was given to the teachers at the meetings held by the director of primary instruction. In these grades the pupils gain practice in free-hand representation by the use of crayon, water colors, and paper cutting. Exercises in modeling in clay, paper construction, design, and imaginative and illustrative drawing also had a place in the course, and the work is made to connect as directly as possible with the other subjects; for instance, in the fourth grade, where in the geography they study the District of Columbia, the pupils modeled relief maps of the District and the Potomac River. They drew on the board and on paper the square representing the District, with the river, and they also made pictures representing the appearance of a river in pencil and color. In connection with the study of means of transportation they constructed of paper all sorts of vehicles from a wheelbarrow to a locomotive and automobile.

In the higher grades, though the drawing is still made to correlate with the other subjects, the pupils now represent objects for the careful study of form and perspective; they make drawings to be used in their manual training and they study design in its direct application.

An entirely new feature was introduced in the sixth, seventh, and eighth grades in the construction of blotters, motto cards, and book covers. I had seen such work in other cities and felt more than pleased to find ours so astonishingly well done.

In the secondary schools the work in drawing is modified and adapted to their respective courses of study.

In the academic high schools the course is divided into three branches—the regular, special, and major classes. It is prescribed

for all pupils in the first and second years, for pupils electing mathematics in the third year, and for third and fourth year normal-school candidates, and is optional to others.

In the regular course, half of the time is devoted to the analysis of form, with representation in outline and in light and shade, using pencil as the medium; the other half, to representation by color, the study of theory of color and the laws of color harmony, and the application of these principles to color in design.

The course in mechanical drawing is given in connection with the mathematics and consists of orthographic projections and lettering.

The special course is open to all who have greater ability or interest in art work. To these pupils is given one period a week of work in charcoal, besides the lesson with the regular class.

The major course is open to pupils in the third and fourth years, is planned for individual preference and ability, and is given eight periods a week.

In the Business High School the course in drawing is planned for one period a week for all first-year pupils, but the crowded condition of the school made it seem an impossibility. This condition, too, made impossible the sketch class, which was begun with great enthusiasm and interest, and the loss of this branch of the work is greatly to be deplored.

The course which is based on lettering has been correlated as much as possible with other school work.

In the McKinley Manual Training School the work has been carried out on the same general lines as heretofore. While the work in drawing in this school has, of course, for its first and most important object the training in aesthetic appreciation, it must of necessity lay great stress on that phase of the work which emphasizes the interdependence of beauty of form and color, and the practical problems in the various technical branches studied by the pupils. To carry out this idea the work is planned to include study in direct representation and in applied design. The first embraces exercises in pencil, charcoal, and water color, while the work in design teaches the principles of rhythm, balance, and harmony in form, value, and color.

The work of the classes in metal work and jewelry is notably excellent, and has called forth much favorable comment.

The mechanical drawing is related directly to the shop work, and is at once most practical and extensive.

In the normal school the course in drawing has three aims in view—to lead the pupils to a greater knowledge and appreciation of art, to increase their accuracy and facility in graphic expression, and to prepare them to educate others along the same lines. To carry out these aims the students are trained in pencil, crayon, and blackboard

drawing, brush work with ink and color, clay modeling, paper cutting, design, Sloyd work, and genetic construction. This work is made to correlate intimately with the botany, zoology, history, and geography, and while it is exactly the same as the work done by the children in the primary grades, it is done by the Normal School students on their own level.

The normal students give lessons in these subjects in the practice schools under the supervision of the drawing teacher and the practice teachers.

There is also a course in art appreciation and history of art, which is supplemented by trips to the art gallery, to exhibitions, and to the public buildings.

Since drawing forms such an important part of a teacher's training and equipment, can it not be made a requirement in each high-school course for Normal School candidates? I would suggest as a definite requirement for any pupil expecting to teach, a four years' course in drawing, consisting of at least one period a week in first and second years, and two periods a week in third and fourth years. This is not excessive at all compared to the requirements in other cities.

Two problems in which I am deeply interested have presented themselves, which so far I have not solved to my satisfaction but to which I am giving earnest consideration. One is to perfect the course for the fifth grade, where the child must begin to draw in a more mature way, and the other is to plan a course for the ungraded schools.

It gives me pleasure to state, as indicating the interest felt by the drawing teachers in their chosen work, that seven of us spent a good part of last summer's vacation in study along the lines of our work as teachers at various summer schools, and a number are making similar plans for this summer.

In submitting this report I wish to acknowledge the sympathetic cooperation I have received from the entire corps of drawing teachers, and the enthusiasm and skill with which they have accomplished their work.

I wish to acknowledge, too, the beautiful and kindly spirit of the grade teachers to me personally, to thank them for it, and to congratulate them on the success with which they have carried out the plan of instruction. I have in preparation an exhibit of the work which will give us an opportunity to see the whole course as planned and worked out.

To you, also, let me express my appreciation of your unfailing interest.

Very respectfully,

ANNIE M. WILSON,  
*Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*



## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

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SIR: I wish to report upon the general condition of the work of this department and to speak of all the circumstances which have affected it.

### A LOWER STANDARD.

Concerning the work in the seventh and eighth grades, I have to report that it is not, on the whole, as well done as it was a few years ago. The original causes leading to this depreciation are the shortening of the time and the increase in the size of the classes. The former took effect about two years ago, while the latter began before that and has continued up to the present time. Naturally, it has been our effort to keep the work from suffering because of these changes, but we have not been successful. Previously, the majority of boys attained a satisfactory degree of manual skill and a corresponding amount of information respecting tools, materials, and processes. It is questionable whether the majority do now.

Another cause of the lower standard are the mid-year changes due to the February promotions. The changes cause delay and confusion. We have always had similar minor troubles due to transfers of individual pupils from one building or division to another, but nearly all spent the year in the shop where they started in September. This trouble is now greatly magnified and is made much more serious by the changes in grade of so many pupils. Formerly we had regular and repeating pupils in each of the two grades, seventh and eighth, the repeaters being so scattered that no serious problem was created by their presence. Now we have regular and repeating pupils in each of the four grades—7A, 7B, 8A and 8B—and many classes are mixed. The February transfers to other buildings frequently mean a change in shops for these pupils. Both in September and in February we have the difficult work of arranging programs. It is impossible now to keep pupils of similar shop experience in classes together. It is not for the best interest of the individual to give him the work planned for the grade in which he is placed, regardless of his previous shop experience, but it is now difficult to do the right thing.

There is of course no particular difficulty in keeping boys interested and busy, whatever the size of the class or however short the lesson, but I do not believe the standard of the results so attained can be defended upon any ground—educational, practical, or economical

The first impetus to the spread of manual training in this country came from practical men. The work was based on models which gave the broadly utilitarian knowledge which these men thought most valuable. Educators sought for and urged other reasons for including manual training in the course of study. As a result, in many places any possible practical trend of the work was held to be of the least value and not infrequently was ignored. At the present time, however, with manual training established, though with differing ideals, there is much discussion of industrial education, of trade instruction. By some all these are considered in their entirety as things apart from manual training. By many it is urged that they should be made independent of established manual training, which should be little modified, if at all, because of their introduction. By others it is pointed out that there is a close relationship between manual training and these other subjects because of the facts with which all must deal, and that manual training is or should be the first step toward the others. They urge this as economically and educationally proper. It may be assumed that this latter class is largely composed of those who have always kept in view the possibilities for elementary industrial training which are inherent in manual training. These are the men who have held to the belief that these possibilities can be realized without relinquishing the educational aims.

Now, if the possible practical value of manual training is to be relegated to second place in importance or is to be altogether ignored, the instructor need concern himself little about the conditions under which he works. The desire of the boy to possess something for his play or for his room, the wish of his parents to add to the home a piece of their boy's handiwork or that of the classroom teacher to add to the equipment of the school room, to apply a design, or to illustrate another subject—one or all of these very proper desires may largely determine what the boy shall make. The convenience of the classroom teacher, the facilitating of the regular program of studies, may largely determine the size of the shop class and the length of the weekly shop lesson. Work of this kind is along the line of least resistance. The boy, his parents, the regular teacher and her supervisor are all pleased for the time being. The manual-training teacher has ample excuse later if the results are not commendable.

If, however, we are seeking for more than to entertain the boy, if the handiwork which goes into his home is to possess the intrinsic value which will please him and his parents after he has outgrown boyhood, if the shop is to be more than a mere adjunct of the classroom, we must use great care in determining the character of the work, the size of the class, and the time allotted. The point of view must be quite different from that in the other case.

. As we have always held to the ideals last indicated, it is to be regretted that now, when still more practical work is being advocated, our own is being weakened by the adverse conditions stated. We have tried, as I have said, to accommodate our work to these adverse conditions without sacrificing to any marked degree the realization of a minimum attainment in skill and knowledge. We have modified the work in the hope that, because of the long experience of many of our instructors, they could overcome the handicap imposed by the shorter hours, the larger and more mixed classes, and the mid-year changes. We have been experimenting with this modified course since February, 1908. The new course subordinates practice work by incorporating much of it into useful articles. While there may be some gain in interest, the change has not, judging by visible results, led to the same degree of skill or to the same understanding of constructive work. There is a considerable difference of opinion as to just what can be done with the aid of this new course, but it seems assured that it is of little if any help toward making up for the loss of time or for the larger classes. It evidently does assist somewhat with respect to the February changes. It is proposed to continue it for another year, with some alterations. I am safe in saying, however, that, whatever the course, the instruction can not be made strongly individual and practical if classes are larger than about 15 and the time less than about two hours a week. As the time is shortened the number in the class should be reduced.

In order that these small shop classes shall not interfere too much with the regular work of the schools, because of two or more interruptions during the week, there should be two shops accessible from every building. All the boys of one room could then be sent to manual training at the same hour, part to each of the two shops.

One drawback to our work in recent years, in addition to the others mentioned and independent of them, is the greatly increased cost of suitable lumber. We have tried substitutes for white pine, but there is none which does not impose difficulties to retard the progress of the beginner.

#### VOCATIONAL TRAINING.

In the foregoing I have evidenced the opinion that, given proper conditions, manual training can serve as the first step toward industrial training. Dr. Maxwell says:

Adequate training of the hand and eye in the use of tools and in the manipulation of simple machinery—training that will lay a foundation of manual skill for any work that may afterwards be undertaken—is the first step toward general industrial education.

That manual training shall actually constitute such first step in New York, "it is proposed to analyze the woodworking and metal

occupations in order to ascertain the fundamental and essential principles involved, the processes, tools and materials essential to the trades, in order to amplify and render more immediately practicable the shopwork courses in the elementary schools." They expect "to improve the efficiency of the present shop system in the elementary schools by reorganizing the manual training from a vocational point of view, so that it may bear a direct and immediate relation to the industrial efficiency of the children when they leave school." This is the result of the conviction that "no good reasons can be found to justify the State in giving the pupil intending to devote itself to a profession a fitting preparatory education, while at the same time entirely neglecting to prepare for his vocation the child intending to enter upon industrial life. Education is democratic. There is no reason why the needs of the majority should not be met as adequately as now are those of a necessarily small minority."

Another part of the New York plan is "the establishment of separate vocational schools for the secondary ninth and tenth school years. It is recommended that different types of these schools be organized, the course in each to be two years in length, and the pupils to be those who have graduated from the public elementary schools or who have reached the age of 14 and are prepared to undertake the required work. It is recommended that there be a general course, which is to be taken by all the pupils, and a variety of industrial courses, any one of which may be selected by the students on entrance. Such vocational schools are not intended to and can not undertake to graduate journeymen or skilled mechanics, but purpose rather to give pupils skill in the use of tools and a knowledge of those processes and principles found to underlie constructive work, so that the pupil may be able to apply the knowledge thus gained to definite and concrete problems. These vocational schools, moreover, are not intended in any wise to take the place of the high schools or to supersede them. They are designed for the purpose of making more efficient wage-earners by giving to boys who can not or will not attend high schools a better and more practical training." Industrial night schools for young men already engaged in the trades are also a part of the New York plan.

It will thus be seen that vocational training can be made an outgrowth of elementary manual training. There need be no loss of time or duplication of effort. The requisites are found in adequate instruction and proper organization in the elementary school work. It should not, I think, be understood that the possible vocational superstructure upon the manual training foundation need or ought to affect the manual work of the lower grades. Commencing as a method rather than as a subject it serves its purpose as one of the most valuable developmental agencies. This is its characteristic

throughout, but, outwardly at least, it becomes in the upper grades more of a distinct subject. It is here that the necessary vocational trend may be given it without, it is believed, lessening its value in other respects.

If it were desired to extend the foundation for vocational training below the beginning of the ninth school year, it ought to be feasible to do so in this city. The pupils who were prepared earlier than that to make a choice between the high schools and the vocational schools could be segregated in one or more buildings in a division, and both the classroom work and the shopwork could be changed to suit their needs. Pending the establishment of special vocational schools, such segregation of pupils for the purpose of intensifying the industrial trend of their work might be beneficial to many.

The opinion is very general that it is better to wait for the establishment of separate schools than to attempt to give vocational training in connection with existing manual training high schools. Doubtless the new work can be much better done in separate schools, but that it would not be better to conduct vocational courses in connection with a manual training school than not to introduce them at all, or only after years of waiting, I am not convinced.

#### LOWER GRADE WORK.

As a further means of improving the present manual training situation, and also of helping, more or less directly, the promotion of vocational training, there should be well organized constructive work in the fourth, fifth, and sixth grades. A beginning has been made, it is true, in the first of these, but lack of adequate funds has made its development discouragingly slow.

#### NIGHT SCHOOLS.

The establishing of an evening school of broad scope and strong industrial trend is a subject worthy of early and careful consideration. The McKinley School now represents an investment of over \$500,000, of which more than one-fifth is in equipment, largely of drawing rooms, laboratories, and shops. This equipment is in use less than 30 hours a week and only by those who are able to devote all their time to school work. I believe those less fortunately situated, and who therefore would be quite as much benefited, have a right to share in the returns from the city's investment for the public good.

An evening school which would meet all demands would include many lines not represented by the work at McKinley, but the sensible and economical plan is to begin by offering instruction for which we are now equipped.

The work we should undertake should be more distinctive, as compared to that of the present night high school, than the day courses at McKinley are, as compared to the day high-school courses. Unless the student could demonstrate his possession of a good working knowledge of practical English and mathematics he should be required to take work calculated to give him such knowledge. There should also be, possibly incorporated in the general course in English, a course in industrial history. This course should lead to a clear conception of the industrial development of the country at large, should converge toward the class of allied industries with which the student is most concerned, and, finally should focus, for each individual, upon a comprehensive study of that particular industry in which he is engaged or toward which he is working. Enough work in science to show its bearing upon industries in general and particularly upon the student's own industry should be required, and more advanced work should be offered those who wish to establish a closer and more comprehensive connection. Free-hand drawing should be required possibly of all students, the work being selected and graded to suit individual needs as far as possible. A general course in design should be offered, to include as great a variety of applications as possible; such an "arts and crafts" course would undoubtedly be very popular. The more strictly industrial courses should include: Mechanical drawing, art metal work, joinery, wood turning, pattern making, forging, machine work, management of steam and electrical apparatus and machinery, sewing, dressmaking, millinery, and cooking.

Regular courses of two or more years in length, each year to consist of not less than 100 evenings, should be planned and those completing them should receive certificates. Special care in selecting director and teachers would be necessary, and salaries should be sufficient to attract and hold experts. Unless we should be more fortunate than it is reasonable to expect, it would not be possible to inaugurate courses in all subjects at first. The work should be commenced and developed only as fast as there are available adequate funds and competent teachers to insure good results. I would especially urge the necessity of making this school distinctive in all subjects if it is to fulfill its proper aims.

#### M'KINLEY SCHOOL.

The building operations, incident to the erection of two extensions to this building, have been the cause of much interference, especially to the shopwork. In the wood shop and forge shop much time has been actually lost, and when the classes were finally at work the conditions were adverse to the best results. Consequently the work of the past year, like that of the year previous, is not a fair example

of what has been accomplished heretofore or of what can be done in the future. As a result of the changes which caused the delay we now have much more room and greatly improved facilities in the shops, although there is still much to be desired. As this building now stands, it is essentially complete as originally planned 10 years ago. Owing to its having been erected piecemeal it has cost much more than it should—doubtless the equivalent of a very heavy rate of interest. Included in this excess cost are the amounts expended in renting outside rooms and in changes and rearrangements of rooms in the original building to make them fit the conditions imposed by the new portions. One unestimated expense incident to this manner of erecting the building is the loss in the effectiveness of the school's work for several years, due in part to dividing the school among several buildings, and in part to the interruptions and confusion incident to the work of constructing the extensions. The third extension, for which funds are now available, will not, it is believed, seriously affect the work, so a decided improvement may be expected.

Every effort should be made to make it possible to restore to the shopwork at McKinley the two periods a week which were taken from it because of the crowded conditions. Six periods a week are little enough time; most such schools give more.

#### SPECIAL CLASSES.

During the year four of the manual training instructors have taught for a total of four days a week in seven of the atypical and ungraded schools. This is nearly full time for one man. If these special classes are to be increased in number it is evident that special provision will have to be made for taking care of the manual training for them if it is to be continued as part of the instruction for all such classes. Undoubtedly constructive work can be made one of the most valuable features of the work of the pupils in these classes, so valuable that it deserves the most careful consideration. What we have done the past year will help in determining the character and scope of the work next year.

As part of the work in this connection one of the manual-training instructors has given the regular teachers of these classes one lesson a week. They have shown much interest and have made good progress. It is believed that it is important for these regular teachers to become as proficient with tools as possible, irrespective of the plan under which the work is ultimately conducted.

#### NEW SHOPS.

A new shop was fitted up in the addition to the Emery School. There were boys sufficient to keep it open three days a week.

In the latter part of the year benches, tools, and materials were furnished the Industrial Home School, and a half day of the time of one instructor was assigned to it. There appears to be no reason why this work should not be especially beneficial to the boys at this school.

There are now 21 shops for white boys and 8 for colored.

#### SUMMARY OF RECOMMENDATIONS.

The time allotted to shop work in the graded schools and at McKinley should be increased at least to that formerly allotted.

More money should be appropriated. This would permit of more shops, and smaller, better graded classes, better material, more rapid progress and better results; and it would mean the general introduction of manual training in the lower grades.

A night school should be established at McKinley School.

A definite policy respecting the organization of manual training for the special classes should be adopted.

Very respectfully,

J. A. CHAMBERLAIN,  
*Supervisor.*

MR. A. T. STUART,  
*Superintendent of Schools.*



## REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

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SIR: I have the honor to make report concerning the work of the domestic science department for the year ending June, 1909.

One new teacher was appointed in July, which increased the corps to 16 teachers for work in the graded schools. There are two teachers in the manual-training school.

One new school kitchen was opened in the Langdon School, making a total of 26 kitchens. Several of the kitchens were moved to other rooms because they were in rooms which were near the building exits, hence better located for the little children than the second and third floor rooms used by them.

The course, as shown in the printed outline, was followed quite closely. The girls of the seventh and eighth grades learned how to select, to cook, and to serve the common articles of food; how to wash dishes, to sweep floors, and to dust furniture. Those of the manual-training school learned how to plan, to furnish, and to keep a house; what kind and how much food to buy for a family; and how to treat the patient, in the ordinary accident or emergency cases, until the physician arrived. The dinners served by the girls of the second-year classes of this school were most excellent ones, and the results obtained in the laundry course were most creditable. The girls who are graduated from this school should certainly make and keep good homes, for the foundations for success in this field have been well laid. We look to them to teach, by example, the fundamental principles of clean, simple, healthful living. Inspection of the backyards, the sheds, the alleys, and the vacant houses will convince one of the great need for such teaching in this community. The amount of work necessary to correct this condition sometimes appalls us. We know we are doing all we can through the teaching in this department in the time allotted, but it is little and the influence of it works so slowly it is scarcely seen or felt.

The work at the 625 Q Street center for the atypical children was well organized and started. Two classes were formed, and to each two lessons a week were given. The course consisted of a series of the very simplest lessons in cooking and serving food, in cleaning house, and in hygiene, both personal and household. Such lessons as baking apples and potatoes, boiling rice and other vegetables,

toasting bread, broiling steak, cooking eggs, making sandwiches and salads constituted the course in cooking. Many lessons were given in setting and clearing the table, also in serving and eating some article of food. Through such lessons as making the bed, sweeping the room, dusting the furniture, washing the windows, mirrors, toilet set, clothes, etc., cleaning the bathroom, bathing and dressing the doll the principles of hygiene were taught. Some of these lessons were repeated and repeated again in various ways. At first some of the children could not hold a spoon or broom securely. They let the articles slip from their fingers or held them most awkwardly, but now they are able to use with comparative ease the ordinary implements required in the housework. This shows they have so far advanced as to be able to control at will the groups of muscles brought into play by such work.

Owing to the illness of the teacher to whom this work was assigned the full plans could not be carried out this year, but the results obtained give promise of materially helping the development of these children through this domestic work. They can at least be trained to do the manual work of the home and to keep themselves neat and clean.

We wish we had a small yard in connection with this school to teach how to make a backyard attractive, and thus carry out the idea we have given the children that this school is a little home which they are to keep in order.

Two large classes were formed at each of the two night schools. The attendance was very good and the interest shown was most encouraging. These things indicate that the lessons given were good, practical ones, such as the housekeepers could use in their own homes.

There was little this year to distract attention or to waste energies, hence all teachers have done some very good work and have secured some good results. We need more money and more time before we can accomplish more than has been done this year.

For several years past the same amount of money has been appropriated for manual training, yet each year the increased enrollment in the schools has made it necessary to establish one or more new centers for the manual subjects, hence, to maintain the centers, the amount of material allowed for each lesson had to be cut down very much. For the lessons in cooking the amount of material was cut to the point of making the work appear ridiculous and almost to the point of making it valueless. For instance, for the lesson in broiling meat, instead of having a 1-pound porterhouse steak (which is a very small one) for a class of 16 pupils we could allow only one chop for each class; for the lesson in poaching eggs, only two eggs were allowed for a class; for the one in toasting bread, only one-third of a loaf of

bread; and for cocoa, only one cup of milk. Many dishes had to be cut out entirely because the cost was prohibitive. We have been severely and publicly criticized for this. We feel this is unjust and that the conditions under which we are working can not be well understood. We feel we deserve commendation for keeping the work going with the very small appropriation available.

We know we ought to allow more material for a lesson if we are to give the pupils the experience which will enable them to secure the best results. We also want to extend the work along other lines. We therefore urge that the conditions which have existed for the past few years—namely, increase each year of the number of centers without increase of appropriation—be presented to Congress next year and that special effort be made to secure \$30,000 for this work.

Once again we ask that effort be made to have all teachers of manual subjects, in the high and manual training schools, placed in class 6 of the salary schedule, thus giving them the same rank as teachers of other subjects. The excellent results obtained by these teachers and the value of the work demands this.

We further ask that the salary of three of the directors of special departments be increased and made equal with that given the three other directors of special work, thus giving equal rank to all.

## SEPTEMBER TO FEBRUARY.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Pupils.	Amount spent for groceries.
A. M. McDaniel.....	3233 N Street NW.	Curtis, Jackson, Fillmore, Hyde, Corcoran, Addison.	5 seventh grade A, 5 seventh grade B, 4 eighth grade A, 1 eighth grade B.	242	\$34.41
R. D. Jones.....	730 Twenty-fourth Street NW.	Grant, T o n e r, Weightman, Corcoran.	4 seventh grade A, 1 seventh grade B, 4 eighth grade A.	144	20.97
Do.....	Brightwood.....	Brightwood.....	1 seventh grade A, 1 eighth grade A.	32	8.36
Do.....	Tenley.....	Tenley.....	1 seventh grade A, 1 eighth grade A.	25	
W. M. Carpenter.....	Dennison.....	Morgan, A d a m s, Dennison, Phelps, Harrison, Chevy Chase.	8 seventh grade A, 5 eighth grade A, 2 eighth grade B.	234	28.86
M. J. Merillat.....	1023 T w e l f t h Street NW.	Franklin, Webster, Thomson.	4 seventh grade A, 1 seventh grade B, 5 eighth grade A, 1 eighth grade B.	144	25.51
Do.....	Benning.....	Benning.....	1 seventh grade A, 1 eighth grade A.	21	1.68
E. W. Saxton.....	Berret.....	Force, Berret.....	3 seventh grade A, 2 seventh grade B, 3 eighth grade A, 1 eighth grade B.	136	21.67
Do.....	Van Buren Annex.	Van Buren, O r r, Ketcham.	3 seventh grade A, 1 seventh grade B, 1 eighth grade A, 1 eighth grade B.	77	12.45
N. B. Rutherford.....	3224 E l e v e n t h Street NW.	Ross, Monroe, Hubbard, Petworth, Johnson.	6 seventh grade A, 2 seventh grade B, 5 eighth grade A, 2 eighth grade B.	229	28.97
M. A. Burns.....	609 O Street NW..	Henry, Polk, Twining, Morse, Abbot, Phelps.	3 seventh grade A, 4 seventh grade B, 5 eighth grade A, 3 eighth grade B.	203	27.11

## SEPTEMBER TO FEBRUARY—Continued.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Pupils.	Amount spent for groceries.
J. P. Wilkinson.....	212 H Street NW..	Seaton, Abbot, Arthur, Blake, Twin- ing, Gales.	6 seventh grade A, 4 eighth grade A, 2 eighth grade B.	169	\$22.64
Do.....	Langdon.....	Langdon.....	1 seventh grade A, 1 eighth grade A.	24	
E. R. Tiffany.....	Emery.....	Emery, Gage, Eck- ington.	3 seventh grade A, 1 seventh grade B, 3 eighth grade A, 2 eighth grade B.	1.42	31.47
Do.....	Tacoma.....	Tacoma.....	1 seventh grade A, 1 eighth grade A, 1 eighth grade B.	47	
N. L. Riggles.....	N. E. Industrial..	Ludlow, Taylor, Hayes, Blair, Carbery.	5 seventh grade A, 1 seventh grade B, 4 eighth grade A, 3 eighth grade B.	193	30.45
A. B. McLearn.....	1338 H Street NE.	Wheatley, Webb, Madison, Pierce, Hamilton.	6 seventh grade A, seventh grade B, 5 eighth grade A, 1 eighth grade B.	173	26.50
F. B. Espey.....	646 Massachusetts Avenue NE.	Maury, Edmond, Hilton, Peabody.	6 seventh grade A, 2 seventh grade B, 5 eighth grade A, 1 eighth grade B.	198	34.12
F. Jenkins.....	B. B. French.....	Towers, Lenox, Dent, Wallach, Brent.	5 seventh grade A, 3 seventh grade B, 4 eighth grade A, 2 eighth grade B.	192	29.13
M. E. Davis.....	Jefferson.....	Jefferson, Amidon, Smallwood, Bradley, S. J. Bowen.	6 seventh grade A, 1 seventh grade B, 6 eighth grade A, 2 eighth grade B.	230	30.29
A. Burritt.....	B. B. French.....	Cranch, Buchanan.	2 seventh grade A, 1 seventh grade B, 2 eighth grade A, 1 eighth grade B.	94	16.84
Do.....	Woodburn.....	Woodburn.....	1 eighth grade A....	10	4.88
Do.....	Good Hope.....	Stanton.....	1 eighth grade A....	9	
Do.....	Brookland.....	Brookland.....	1 seventh grade A, 1 seventh grade B, 1 eighth grade A.	40	7.70
K. H. Filoon.....	Congress Heights..	Congress Heights..	1 seventh grade A, 1 eighth grade A.	26	8.90
Do.....	Industrial Home..	Industrial Home..	1 eighth grade A....	10	
Do.....	625 Q Street NW..	625 Q Street.....	3 days.....		4.85
M. White.....	McKinley.....				32.35
E. W. Cross.....	do.....				

## FEBRUARY TO JUNE.

A. M. McDaniel.....	3233 N Street NW.	Curtis, Jackson, Fillmore, Hyde, Corcoran, Addi- son.	2 seventh grade A, 6 seventh grade B, 2 eighth grade A, 5 eighth grade B.	213	\$539.02
K. D. Jones.....	730 Twenty-fourth Street NW.	Grant, Toner, Weightman, Cor- coran.	1 seventh grade A, 3 seventh grade B, 1 eighth grade A, 4 eighth grade B.	133	43.53
Do.....	Brightwood.....	Brightwood.....	1 seventh grade B, 1 eighth grade B.	32	.....
Do.....	Tenley.....	Tenley.....	1 seventh grade B, 1 eighth grade B.	25	.....
W. M. Carpenter.....	Dennison.....	Dennison, Morgan, Adams, Chevy Chase, Harrison, PHELPS.	8 seventh grade B, 1 eighth grade A, 6 eighth grade B.	215	42.12
M. J. Merillat.....	1023 Twelfth Street NW.	Franklin, Webster, Thomson.	2 seventh grade A, 4 seventh grade B, 1 eighth grade A, 4 eighth grade B.	128	37.07
Do.....	Benning.....	Benning.....	1 seventh grade A, 1 seventh grade B.	16	.....
E. W. Saxton.....	Berret.....	Berret, Force.....	1 seventh grade A, 3 seventh grade B, 1 eighth grade A, 3 eighth grade B.	142	25.38

FEBRUARY TO JUNE—Continued.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Pupils.	Amount paid for groceries.
E. W. Saxton .....	Van Buren Annex.	Van Buren, Orr, Ketcham.	1 seventh grade A, 3 seventh grade B, 2 eighth grade B.	78	\$17.55
N. B. Rutherford ....	3224 Eleventh Street NW.	Ross, Monroe, Cooke, Petworth, Hubbard, Johnson.	2 seventh grade A, 6 seventh grade B, 2 eighth grade A, 4 eighth grade B.	211	55.01
M. A. Burns.....	609 O Street NW...	Henry, Polk, Abbot, Twinling, Phelps, Morse.	4 seventh grade A, 3 seventh grade B, 4 eighth grade A, 4 eighth grade B.	191	11.47
J. P. Wilkinson.....	212 H Street NW..	Seaton, Abbot, Blake, Arthur, Twining, Gales.	6 seventh grade B, 2 eighth grade A, 4 eighth grade B.	180	38.03
Do .....	Langdon.....	Langdon.....	1 seventh grade B, 1 eighth grade B.	28	
E. R. Tiffany.....	Emery.....	Emery, Gage, Eckington.	3 seventh grade A, 2 seventh grade B, 1 eighth grade A, 4 eighth grade B.	129	40.03
Do.....	Tacoma.....	Tacoma.....	1 seventh grade B, 1 eighth grade A, 1 eighth grade B.	31	
N. I. Riggles .....	Northeast Industrial.	Ludlow, Taylor, Hayes, Blair, Carbery.	1 seventh grade A, 5 seventh grade B, 1 eighth grade A, 5 eighth grade B.	183	50.48
Do.....	Woodburn.....	Woodburn.....	1 eighth grade B....	9	55.33
A. B. McLearn .....	1338 H Street NE.	Wheatley, Webb, Pierce, Hamilton, Madison, Edmond.	2 seventh grade A, 5 seventh grade B, 1 eighth grade A, 5 eighth grade B.	173	
F. B. Espey.....	646 Massachusetts Avenue NE.	Maury, Edmond, Hilton, Peabody.	3 seventh grade A, 5 seventh grade B, 1 eighth grade A, 5 eighth grade B.	206	54.70
F. Jenkins.....	B. B. French.....	Towers, Brent, Dent, Wallach, Lenox.	3 seventh grade A, 5 seventh grade B, 2 eighth grade A, 4 eighth grade B.	206	57.38
A. Burritt.....	do.....	Cranch, Lenox, Buchanan.	3 seventh grade A, 2 seventh grade B, eighth grade A, 2 eighth grade B.	119	28.25
Do.....	Good Hope.....	Stanton.....	1 eighth grade B....	9	
Do.....	Brookland.....	Brookland.....	1 seventh grade A, 1 seventh grade B, 1 eighth grade B.	41	
M. E. Davis.....	Jefferson.....	Jefferson, Amidon, Smallwood, Bradley, S. J. Bowen.	2 seventh grade A, 6 seventh grade B, 1 eighth grade A, 5 eighth grade B.	209	50.83
K. H. Filoon.....	Congress Heights..	Congress Heights...	1 seventh grade B, 1 eighth grade B.	26	12.75
Do.....	Industrial Home..	Industrial Home...	1 eighth grade B....	10	
Do.....	212 H Street NW..	Arthur.....	1 seventh grade A....	9	
Do.....	625 Q Street NW..	625 Q Street NW...	3 days.....		10.47
M. White.....	McKinley.....				50.01
E. W. Cross.....	do.....				

Very respectfully,

E. S. JACOBS,  
*Director.*Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF DOMESTIC ART.

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SIR: I have the honor to submit the following report of the work of the domestic art department for the year ending June, 1909.

The work was begun September 21 with a corps of 21 teachers for the graded schools, and 3 for the McKinley Manual Training School. Mrs. J. E. Lowe was appointed July 1, 1908, to fill a vacancy which occurred at the end of the last school year. The increase in the number of classes created the need for one more teacher, and Miss Ida F. O'Neal was appointed October 8, 1908. The number of pupils taught in the graded classes is 7,691, and in the McKinley School 181, making a total of 7,872. Two new sewing centers have been equipped within the last year, at Petworth and Langdon. These greatly facilitate the work and extend its advantages to these suburban districts.

Two meetings a month have been held during the year for discussion and interchange of ideas along the line of work. Specimens of the pupils' work are brought in and examined by the teachers at these conferences, a practice which has been found to be wonderfully helpful to all. The aim in the work for the past year has been the same as in previous years, although perhaps with a certain accentuation. This is the bringing into close relation the theory taught the child and an adaptation of this theory to tangible practical use. This develops in her a proper idea of the value in her work and an interest in it which becomes increasingly marked as each year goes on. This plan is begun in the third and fourth grades, where no work is done except upon articles which will be of use to the child. In these grades kitchen holders, needlebooks, button bags, pencil cases, and dolls' dresses, aprons, and kimono are all fashioned, and illustrate the various stitches and seams. After instruction in buttonholes, patching, and darning, the fifth and sixth grade pupils make articles which are of practical value to them, such as underwaists, shirt waists and skirts, sewing and cooking aprons, caps, and sleeves.

The month of December is devoted to the making of gifts, and every child takes home one or two well-made appropriate little articles to be used as such. The benefit to the child of this custom is obvious, for it not only teaches her the technical points of her handiwork, but also develops in her right social interests.

One day each week has been devoted to the atypical schools. The results in these classes have been wonderfully satisfactory considering the many handicaps—the fact that the work is new and untried, and that progress is necessarily slow under the conditions existing in such schools.

At the Q Street School much interest has been aroused in the furnishing of a toy house. Several rooms have been completely equipped, the boys and girls working together. In addition to this, the girls have made cooking outfits to be used in the work of that department. The little girls at 3233 N Street have had a weekly sewing lesson since February and are showing considerable improvement.

At the McKinley School no material change in the curriculum has been effected. The general plan of the work is along the line of development from the simpler types of the sewing art to the most complicated as well as along the line of correlation to the other high-school work.

The course is a unit, beginning with a review of the grade work, when found necessary, and extending through the higher branches of dressmaking and millinery. The graduates of this school continue to obtain and satisfactorily fill positions requiring intelligent understanding and skilled practice of the subject.

It is hoped that night sewing classes may be organized next year—the McKinley School offering an excellent center for such work. Much good might be accomplished by opening such classes in the southeast and southwest sections of the city.

Considering all phases of the work, the past year has been an unusually successful one, a fact due in great measure to the loyalty and steadfastness of the teaching force, whose cooperation is to be highly commended.

Before adding the statistical report I wish to express my grateful acknowledgment of the support and cooperation tendered me by yourself and other school officials.

## SIXTH-GRADE CLASSES.

Teacher.	Location of sewing center.	Pupils received from—	First half year.		Second half year.	
			Girls.	Classes.	Girls.	Classes.
S. C. Bartholow.....	607 O Street NW..	Henry, Polk, Twining, Abbott.	127	8	117	8
Do.....	212 H Street.....	Seaton, Blake, Webster.....	97	6	81	6
K. E. Bresnahan <sup>1</sup> ....	Van Buren Annex	Van Buren, Ketchum.....	50	3	42	3
Do.....	Congress Heights Annex.	Congress Heights.....	14	1	20	1
Do.....	Benning Annex....	Benning, Kenilworth.....	18	2	18	2
G. Cassin.....	3233 N Street.....	Addison, Curtis, Hyde, Jackson, Fillmore, Threlkeld.	125	8	109	8
Do.....	730 Twenty-fourth Street.	Grant, Toner, Weightman..	93	6	96	6
Do.....	Tenleytown Annex	Tenleytown.....	21	1	19	1
M. V. Conboye <sup>1</sup> .....	Emery.....	Emery, Eckington.....	61	5	63	5
Do.....	Gage.....	Gage.....	32	2	28	2
Do.....	Brookland.....	Brookland.....	16	1	25	1
Do.....	212 H Street.....	Gales, Arthur.....	33	3	44	3
A. B. Conway <sup>1</sup> .....	Langdon.....	Langdon.....	18	1	19	1
Do.....	Brightwood.....	Brightwood.....	22	2	22	2
Do.....	Takoma.....	Takoma.....	22	2	22	2
Do.....	Potworth.....	Potworth.....	18	2	20	2
S. M. Davidson.....	3226 Eleventh Street.	Johnson, Ross, Hubbard, Monroe.	111	6	100	6
Do.....	Peabody.....	Peabody, Carbery, Edmonds, Maury, Hilton.	135	9	129	9

<sup>1</sup> Third, fourth, and fifth grade classes also.

## SIXTH-GRADE CLASSES—Continued.

Teacher.	Location of sewing center.	Pupils received from—	First half year.		Second half year.	
			Girls.	Classes.	Girls.	Classes.
J. L. Lowe <sup>1</sup> .....	Stanton Annex.....	Stanton.....	6	1	6	1
A. S. Medford.....	494 Maryland Avenue.	Jefferson, Amidon, Smallwood, Bowen, Greenleaf, Bradley.	162	12	167	12
I. F. O'Neal <sup>1</sup> .....	Reservoir.....	Reservoir (no equipment)...	6	1	6	1
Do.....	Hamilton.....	Hamilton (no equipment)...	6	1	6	1
E. J. Ridgway <sup>1</sup> .....	Chevy Chase Annex.	Chevy Chase (no equipment)	12	1	11	1
A. S. Riggles <sup>1</sup> .....	Orr.....	Orr.....	12	1	13	1
E. R. Thornton.....	B. B. French.....	Wallach, Towers, Brent, Dent, Buchanan, Cranch, Tyler, Lenox.	252	14	255	14
A. M. Wells.....	Dennison.....	Dennison, Berret, Force, Adams, Franklin, Thomson, Morgan, Harrison, Phelps.	233	15	209	15
R. E. Wilson.....	Northeast Industrial, Eighth and I streets.	Blair, Hayes, Ludlow, Taylor, Madison, Pierce, Webb, Wheatley.	183	14	165	14
Total.....			1,885	128	1,812	127

<sup>1</sup> Third, fourth, and fifth grade classes also.

## THIRD, FOURTH, AND FIFTH GRADES.

Teacher.	Location of schools.	First half year.		Second half year.	
		Girls.	Classes.	Girls.	Classes.
K. E. Bresnahan <sup>1</sup> .....	Benning, Congress Heights, Ludlow, Taylor, Morse.	253	14	252	14
M. V. Conboye <sup>1</sup> .....	Franklin, Thomson.....	74	5	90	5
A. B. Conway <sup>1</sup> .....	Gales, Langdon, Brightwood, Takoma, Petworth.	340	16	293	16
C. Dodson.....	Grant, Toner, Webb, Pierce, Wheatley, Jefferson.	481	23	472	23
K. Graham.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, Potomac.	483	25	449	25
M. C. Henry.....	Adams, Force, Berret, Dennison, Harrison, Seaton, Thomson.	404	20	369	20
M. E. Littell.....	Phelps, Webster, Henry, Edmonds, Polk.	430	22	426	22
J. E. Lowe <sup>1</sup> .....	Stanton, Ketchum, Van Ness, Van Buren, Blow, Kenilworth, Weightman.	338	21	354	21
A. S. Medford <sup>1</sup> .....	625 Q Street (atypical).....	12	2	12	2
I. F. O'Neal <sup>1</sup> .....	Twining, Brightwood Park, Brookland, Threlkeld, Reservoir, Hayes, Blair, Hamilton.	359	18	357	18
E. J. Ridgway <sup>1</sup> .....	Arthur, Woodburn, Madison, Taylor, Chevy Chase, Johnson, Cook, Gage.	371	19	393	19
A. S. Riggles <sup>1</sup> .....	Orr, Cranch Annex, Buchanan, Cranch, Van Ness, Tyler, Lenox, Bryan.	402	22	401	21
E. E. Smith.....	Towers, Brent, Dent, Wallach, Carbery, Maury.	502	24	481	24
C. L. Stanton.....	Jackson, Curtis, Fillmore, Addison, Hyde, Corcoran, Corcoran Annex, Tenleytown.	510	24	534	24
J. White.....	Ross, Peabody, Morgan, Cook, Hubbard, Monroe.	412	20	448	20
L. White.....	Hilton, Peabody, Emery, Eckington, Blake, Abbot.	435	21	419	21
Total.....		5,806	296	5,750	295

<sup>1</sup> Sixth-grade classes also.

Very respectfully,

MARGARET W. CATE,  
*Director.*Mr. A. T. STUART,  
*Superintendent of Schools.*



## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

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SIR: I have the honor to submit the following report of the department of physical training for the year ending June 30, 1909. It is perhaps needless to say that the present report covers only those phases of the work which have been specially emphasized this year. In previous years the principles upon which the work is based and the methods of procedure have all been carefully discussed.

We have been greatly encouraged in our work for the conservation of the health of the child in school, in that there has been a great public awakening to the necessity of a healthy, well-formed body as the fundamental basis of the efficiency of the individual. More attention is being paid to such matters as, a sanitary environment, prevention of contagion by medical inspection, and care of the sub-normal child; besides which, constructive physical training, including outdoor play and athletics, stands as one of the most potent of all measures which tend toward the promotion of individual health and public welfare.

### INDIVIDUAL WORK WITH PUPILS.

A special effort has been made to reach personally the pupil showing such physical defects as a flat chest, round back, drooping head, uneven shoulders and hips, all indicating more or less curvature of the spine. In years past much has been accomplished in a general way through talks to the class on the importance of good posture, by care on the part of the regular teacher, and by individual instruction at the time of the gymnastic drill. It is doubtful whether any city school system can show better set up children than are to be found in our Washington schools. However, the step in advance has been to do private work with special cases whenever possible. During the general class work of the day the physical training teacher noted certain ones who might be benefited by special attention. These were taken one at a time to the teachers' room and here given a few exercises to overcome the defect. A personal talk makes the pupil conscious of what may be merely a bad habit, intelligent in regard to its evil effects, and inspires him to work for the better condition even at the price of constant watchfulness over self and corrective exercises to be performed at home. It is our intention to develop work along this line and have printed cards which the child will take

home to his parent calling attention to the efforts being made, the exercises given for home work, and asking for cooperation in the home.

Good work is being done in the high schools in the matter of personal physical examination of all the girls and many of the boys. On the physical examination card, besides the usual measurements of height, weight, and chest girth, space is given to note the condition of the heart, vision, hearing, nasal passage, skin, teeth, and spine. Any unusual condition is brought to the attention of the medical inspector, Dr. Isabel Lamb, who has been most helpful in all such work. The heart examination we consider specially important for those who attempt strong athletic work or play upon the basket-ball teams.

#### SCHOOLS FOR BACKWARD AND ATYPICAL CHILDREN.

In these schools there is a great field for wonderful results from physical training. Here we have the opportunity to develop brain and the power to do as the result of definite physical movements frequently repeated. At first these movements lack coordination and are indeterminate. In time the child learns to do certain things almost as well as one who is normal. At the same time there is not only the mental development but with it comes the increase in general health, in muscular power, and organic vigor.

Mr. Patterson, the director of special schools, realizing these facts, asked for special help from the physical training teachers. Two teachers from this department were detailed to give these schools special study and consideration. They were visited regularly by Dr. Hudson and Miss Oberly, who adapted the work to children of this class. Pupils were taken out of doors for free play and games, received daily gymnastic work in the school building, and once a month were taken to a gymnasium. In some schools the improvement in the daily work has been so great that regular visitors have remarked the fact. So encouraging has been the work that we hope next year to devote more time to the physical development of these unfortunates.

#### TRAINING OF NORMAL SCHOOL PUPILS TO DETECT PHYSICAL DEFECTS.

It is well known that it is quite possible for a child with defective hearing or vision to go through a number of years of school life being considered dull or backward when, unknown to the teacher, the whole cause may be due to his physical defect. Since it is necessarily the regular teacher who must first call to the attention of the medical inspector all suspected cases, it is most important that she be intelligent in regard to the ordinary symptoms of disease and bodily defects. Otherwise the value of medical inspection is greatly lessened.

In connection with the course in school hygiene in the normal school the pupil teachers are instructed concerning the nature, physical signs, and evil effects of adenoid growths, the condition of tuberculosis, its danger and prevention, the symptoms of near sight and deafness, and care of the child suffering from these afflictions.

#### SCHOOL PLAYGROUNDS.

The summer work in the school playgrounds up to the present year has been under the control of the Washington Playground Association, which started and nurtured the playground movement in this city. It became the desire of the board of education to have undivided control over playgrounds connected with school property; so the general association gave up its responsibility, which was transferred to the board of education, and placed under the physical training department. Thus was added to this department another opportunity for making physical training a means of social well-being.

An economical Congress gave very little toward the playground movement of the city. There was received \$900 to repair and maintain the present 18 school yards already equipped, and \$750 for grading and equipping 6 new ones, the money not being available until July 1. No provision was made for supervision, which is most essential, as the unsupervised playground may be a source of evil rather than good. To meet the expenses of supervision, a voluntary contribution was taken up in the schools, which, with the receipts from "button day" and various school entertainments, amounted to about \$3,400. With this amount we plan to open 15 school grounds during the summer for a period of six weeks, supervised by trained teachers—preferably two on each ground—one for the boys and one for the girls. The hours of opening are from 9.30 to 11.30 in the morning, and from 5 to 8 in the evening.

Owing to the delay in collecting money, teachers were not appointed until June 1. Meetings were at once held by the director of physical training and instructions given concerning the work as a whole. A program was planned, games studied, with reference to their adaptation to the age and sex of children, literature on the subject was distributed, and lessons given in folk dancing.

The playground committee, was fortunate in securing for the summer the services of Mr. B. Murch, one of our school supervisors, who, by reason of experience on the playground as a teacher, by personal fitness and supervising power, was well able to act as supervisor. He was ably assisted in the colored schools by Miss Turner, the assistant director of physical training.

A strong effort is to be made this year to have the playground work coordinate with the gardening work. Under the direction of Miss Sipe, the director of gardening, a teacher will spend some time of each week on a playground, instruct in gardening, and work in harmony with the play teacher. Heretofore there has been some discontent on the part of principals of schools having grounds open during the summer, in that the gardens carefully planted and tended during the spring were tramped upon and injured by children in play. We are hoping that by special care and combined efforts this state of affairs will be lessened as the years go by. Care for the garden is something to be learned in time by children, many of whom are destructive, not by nature, but from lack of training. This is only one of the many opportunities for teaching, which makes the work of supervision of the playground truly educational.

A certain amount of industrial work will be attempted under the direction of Mrs. Malcolm, who has had experience and been successful in this work on the playground in the previous year.

It is to be hoped that next year Congress will not force upon us the necessity of raising funds through personal efforts. We need an assistant in charge of school playgrounds whose salary will be commensurate with the responsibility, time, and effort expended in developing the work.

The six schools to be equipped out of the last congressional appropriation are the new Cooke, Slater, Tenley, Bowen, and Grant. These are to have a sand box for the smallest children, two seesaws, and eight swings. These pieces of apparatus seem to be the most popular and are such as do not require instruction on the part of the teacher after the children have learned to take their turn.

We will have 24 school yards thus equipped, which it would be well to keep open from April until December. To supervise these grounds during these school months, as well as during the summer, \$10,000 are needed. There ought to be on each playground two teachers—one for the boys and one for the girls. It is acknowledged that the value of such work depends upon the wisdom of the one in charge, who stands in the relation of a teacher or wise parent looking after the moral and physical welfare of all. Next to proper supervision the greatest needs of the grounds to-day are proper grading and shelter from sun.

#### FOLK AND SCHOOL DANCING.

In connection with the outdoor plays and games of the spring term, as an element of recreation as well as for physical exercise and grace, all the higher classes beginning with the fifth grade were each taught a dance appropriate to the age of the children. These dances

were received with so much delight and pleasure by both children and teachers that it is our intention to increase their number and extend the work into the lower grades. The rhythmic exercises of the primary grades are a preparation for these dances.

The normal kindergarten class, being in a separate building, with free floor space, was given weekly lessons in folk dancing as well as special work for self-development.

Very respectfully, yours,

REBECCA STONEROAD, M. D.,  
*Director of Physical Training.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF KINDERGARTENS.

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SIR: During the school year of 1908-9 four new kindergartens were opened, two in the white and two in the colored schools, making the total number of kindergartens in the District 60—40 white and 20 colored. One of the new kindergartens for white children was located on the Conduit Road, in the Reservoir School, and the other in the southwest, in the Van Ness School. It has been found very difficult in this locality to persuade parents to vaccinate their children before the law makes it compulsory to send them to school, and in many instances insufficient clothing during the winter months prevents regular attendance. Where older children in a large family must be provided for in order to keep them in school the kindergarten child, who is under the age demanded by compulsory education, must do without. In connection with the question of attendance in the kindergarten I earnestly ask that a rule governing the age of admission to the kindergarten be incorporated in the rules of the board of education, and that this rule be carefully observed by all principals of buildings where tickets of admission are issued, that 5-year-old children may not be admitted to the first grade. This condition prevails far more extensively in the colored than in the white schools, but reform is needed in both.

The meetings for teachers were changed somewhat this year, and a practical working class in methods was organized in place of the usual program class. Because of lack of room, and also in order to reach more effectually the individual teacher, the whole number of kindergartners was divided into four groups—two for principals and two for assistants. Each separate group met once a month in the office of the director, and through practical work with the gift and occupation material of the kindergarten realized more consciously that the fundamental thought of the kindergarten is to aid the child to express himself; that idea must develop out of activity and knowing arise through doing. Although always holding in theory to Froebel's principle that development through activity is the law of growth for the little child, the application of this principle in practice in some phases of kindergarten work had at times given place to undue emphasis upon result, upon the acquisition of knowledge through instruction. The act of again returning to the attitude of a learner, of studying the natural reactions of children

to material by putting herself into the place of the child, helps the teacher to vivify her own work and to save it from the deadness of routine. It was a cause of regret that these group meetings, although beneficial to the individual and admitting of much better practical work, gave little or no consideration to the social side, for which the kindergarten so preeminently stands. In order to obviate this difficulty in part, a large gathering of all the teachers was held in the middle of the year in the gymnasium of the Business High School. The junior and senior classes of the kindergarten department of the Normal School were invited to meet with the teachers on this occasion, and all joined with enthusiasm in the marches, games, and folk dances, led by one of the teachers of the physical-culture department. At the close of the school year another gathering for all the teachers was held in the Franklin School, at which a summary of the year's work was given by the director. At the conclusion of this meeting the teachers adjourned to the kindergarten headquarters, at 1018 Twelfth Street, for an informal reception and to extend a welcome to the senior class, who will so soon become a part of the teaching corps.

The gathering which had the widest and richest social significance was the play festival for all the children, as well as for all the teachers, in the kindergarten department. That play festivals have their place in the education of a people has been acknowledged ever since the days when national ideals found expression in the games of the Greek and Roman. The play festival of our public kindergartens offers an opportunity for education for liberty, the American ideal, for here the children are given a chance "to act freely in a lawful and orderly sociableness between the two extremes of imposed restraint in the schools and the irresponsible freedom outside of them."

The American of to-day needs to be educated for recreation, that coarse and unrefined enjoyments may give place to those derived from nature and art. In order to awaken and gratify the ideal side; to provide the enjoyment which, "as a means of unity for men, in its highest and finest expression, resembles religion;" to give an opportunity for true democracy to take root; to bind together different social ranks and grades of culture; to cultivate the highest community spirit this play festival of the kindergarten has been inaugurated, and although it does not as yet fulfill its high purpose, each year it is drawing a little nearer the desired goal. The play festival took place this year on the 20th of May, in the grounds of the National Museum. The Marine Band furnished the music, and the festival opened by a great march in which over a thousand children, gathered from all over the District, took part, each school led by the teacher and preceded by a large American flag. The

children formed into one immense ring and together they played the kindergarten games in the pure and inspiring environment of wide spaces of green grass and overarching trees.

At the conclusion of the games the children massed on one side of the circle for the songs, which were led by the director of kindergarten music. Many of the mothers came with their children to this festival, and they were most welcome, for the kindergarten is endeavoring, through mothers' clubs and mothers' meetings, to draw the home and the school into a closer and a more understanding relationship. There are some flourishing clubs now in a few of our schools, and in many an earnest effort is made by the teachers to reach and uplift the homes by lectures and informal talks on hygiene, diet, and kindred topics.

In closing I desire to call the attention of the board to the small amount appropriated for new kindergartens during the past year and earnestly ask that larger provision be made for the extension of this work next year.

Requests for the establishment of kindergartens have come from various citizens' associations which we have been obliged to refuse on account of lack of room and of the small appropriation for the opening of new schools. While acknowledging with grateful thanks the helpful interest and encouragement extended at all times in the past to the kindergarten department by the superintendent and members of the school board, I respectfully ask that the growth of this work be considered in their estimates for the next school year.

Very respectfully,

CATHARINE R. WATKINS,  
*Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*



## REPORT ON SCHOOL GARDENS.

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SIR: The appropriation by Congress of a definite sum for school gardens marks this year as distinctive in the history of the movement. It allowed the continuance of the work already established and the formation of seven new gardens in which children cultivate individual plots. These gardens are located at the Blow, Sayles J. Bowen, Cranch Annex, Birney, Jones, and Cardozo schools and one on a vacant lot at Seventeenth and Gale Streets NE., rented by the Noel House Committee. The gardens at all of these schools are continued by the children through the summer. A statement of the average amount of products raised in such gardens will be found in the last report.

It is to be regretted that by the terms of the appropriation no teachers can be employed to organize and systematically carry the work on during the summer. A summer garden school under the guidance of competent teachers familiar with grade work would give valuable opportunities to practically apply the regular grade work in number, literature, and geography.

There has been a marked advance in the use for educational purposes of the gardens around school buildings. The teachers are realizing their value in nature study and are letting the children bear more of the responsibility, the janitor less, except in summer. But few instances were noted last spring where the gardens were planted by the janitors.

More intelligent work has also been done in the class room preparatory to planting both home and school gardens. Teachers' meetings for all grades, both colored and white, were held in March, at which were presented simple experiments to teach principles of plant growth, soil culture, and plant chemistry. Very generally these experiments were repeated in the class rooms.

More and more each year the cultivation of individual plots is restricted to sixth-grade boys as a form of industrial work. During January and February all classes selected for the spring outdoor work were given half-hour lessons each week by the assistant of the botany department of Normal School No. 1 on the chemistry of the growing plant. This work was very elementary, conducted wholly by means of experiments. The lessons were carefully planned to be within the

grasp of the children, and from the grade teacher's point of view were successful.

The first tree planting by the city schools was held on March 27. Mr. David B. Fairchild, agricultural explorer for the Department of Agriculture, presented a Japanese flowering cherry tree to every building in the city. Instructions were given a representative from each building on the correct method of tree planting.

The exhibit of flowers in the fall is still considered a necessary feature of the garden work. The home gardens are legitimate school work. Their success or failure should be known to the teachers. It is not possible to make personal examination of them, so their products are brought to school. There should be no plants exhibited not raised by children, and there should be no excessive effort at display. The element of competition does not enter, as in many places. These exhibits offer excellent opportunity for parents and teachers to become acquainted early in the year. Where principals and teachers have been so guided, the flower shows have been productive of much good.

Owing to changes on the grounds of the Department of Agriculture in connection with the new buildings, the land used by the schools for the past three years will be used in July for additional buildings.

Secretary Wilson has, however, designated another section to be used by the children. From its location, it will become a permanent feature of the grounds and afford opportunity for effective landscape work.

I can not express too strongly the obligation the public schools are under to the Secretary of Agriculture and the Chief of the Bureau of Plant Industry, Dr. B. T. Galloway. Without their assistance our work would seriously suffer.

To you and to Mrs. Justina Hill, chairman of the school garden committee, I am greatly indebted for the cooperation that lightens a very heavy work that necessarily results from the two positions, instructor in the normal school and supervisor of gardens.

Very respectfully,

SUSAN B. SIPE.

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF CHIEF ATTENDANCE OFFICER.

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DEAR SIR: The close of the year 1908-9 finds us still with only three attendance officers and a very imperfect law. The work of the year has been further crippled by the fact that during the winter, September 20 to March 4, it has been found necessary to keep one attendance officer for a greater part of the time in the child-labor office in order to enforce that law recently passed by Congress.

We can not hope to make great progress in the work until we can secure a sufficient number of officers to properly enforce the law and an improved law to be enforced. With our population we need one officer to each school division, with one chief officer in general charge of the work. Under existing conditions there is much delay in reaching cases, and even when the case is reached it is still possible for a child to remain out of school a great portion of the year. He will respond to a notice when served, by attendance at school for one day, will then absent himself until another notice is served, when he will again return to school for one day. This may continue indefinitely, and although the child may not be a truant in the sense that he is out without the consent or knowledge of his parent, our manner of dealing with him must be that defined by law for the benefit of the habitual truant. He is placed in an ungraded class, and if his attendance does not improve he is arrested and taken before the judge of the Juvenile Court, by whom he is usually put on probation, and if defiant is later committed to an institution. When you remember that we have only three ungraded schools accommodating only about 50 children, it will be seen that it is absolutely impossible to properly care for the truants who constitute a large class and who so much need special treatment.

Although our report shows only 12 cases taken into the Juvenile Court, there are many others who have been taken into court, through our efforts, on charges under the child-labor law or by action of the Board of Children's Guardians.

The value of the ungraded and atypical classes can not be overestimated, and I would urge that these classes be increased in number and improved in equipment as rapidly as possible.

The shoe and clothing fund shows a balance on hand June 22 of \$1,278.91. Since October 1, 1908, there have been provided for white children 521 pairs of shoes and 52 pieces of clothing and for colored

children 485 pairs of shoes and 46 pieces of clothing, at a total cost of \$1,693.43. All this money was received by volunteer contributions in the schools and placed in the hands of the Associated Charities. The necessary relief is given only after proper investigation by one of its agents, and with but one exception, when an error occurred, there has been no unnecessary delay, and orders for shoes have been provided as promptly as possible, usually within 24 hours after being reported. Mr. Ufford, the general secretary, in submitting a report, says:

Permit me to express our sincere appreciation of the fact that the Associated Charities has been made the medium of this distribution. We trust that at all times our work will be found to be done in such a way and to so carry out the spirit of the donors as to meet with the cordial endorsement of those whose agents we are in ministering to the school children of the District who otherwise might be unable to attend upon the teaching provided for them.

There has been most active and efficient cooperation on the part of all organizations engaging in social work and for the prompt and cheerful assistance given us by the Police Department we wish to express our sincere thanks.

The teachers and supervising principals have given us hearty support, and it is with great regret we realize that there are annoying delays and disappointing dispositions of cases.

In our work this year we have earned a certain measure of success, but there is much left to be desired. With a better law, a sufficient number of attendance officers, and a larger number of special schools there is no reason why the work should not be eminently successful and the compulsory education law take its proper place as one of the strongest links in the chain of preventive laws.

*Attendance work in the white schools, September, 1908, to July, 1909.*

Truants returned to school:	
Male.....	336
Female.....	21
	— 357
Absentees returned to school:	
Male.....	600
Female.....	395
	— 995
Nonattendants entered in school:	
Male.....	50
Female.....	53
	— 103
Visits to parents.....	1,864
Visits to schools.....	383
Visits in interest of work.....	302
Investigations for child-labor office.....	59
	— 2,608

Three-day notices served.....	112
Reported to cooperating agencies:	
Instructive Visiting Nurse Society.....	12
Board of Children's Guardians.....	12
Associated Charities .....	29

Court cases: Police, 1 (\$5 fine); juvenile, 12 (3 children committed to institutions, 7 put on probation, 1 case dismissed, and 1 parent fined \$5); 1 warrant for nonsupport sworn out by attendance officer (man ordered to pay \$3 per week to support son).

To the superintendent of schools and to the board of education I wish to express my great appreciation of the confidence reposed in me, the support given me, and the liberty accorded me.

Very respectfully,

EDNA KEENE BUSHEE,  
*Chief Attendance Officer.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

DEAR SIR: I have the honor to submit herewith a report of work done from September, 1908, to June, 1909.

	Male.	Female.	Total.
Cases of truancy reported.....	84	15	99
Cases of absences reported.....	400	157	557
Cases of nonattendance reported.....	37	19	56
Cases found by attendance officer.....	50	17	67
Total.....	571	208	779
Truants returned to school.....	84	15	99
Absentees returned to school.....	343	123	466
Nonattendants entered school.....	37	19	56
Found by attendance officer, entered school.....	50	17	67
Total.....	504	174	688
Visits to homes.....			871
Visits to schools.....			371
Visits in interest of work.....			32
Total.....			1,274
Notices served.....			68
Cases in court.....			38
Parents fined.....			1
Total.....			107

Particular attention is called to irregular attendance. The number of absentees returned to school last year was 559; this year, 466. This would indicate some improvement. But better results would have followed had greater attention been given to certain classes of cases. For instance, in the investigations of the attendance officer, many cases have been found where defective eyesight, the want of clothes and shoes, or the long distances which the child is often required to travel (frequently 15 or 20 squares) in inclement weather, has constituted the cause of absence.

### TRUANCY.

While the number of truants reported this year is largely in excess of that reported in previous years, it does not indicate an actual increase in truancy, for the reason that hitherto all cases of truancy were not reported.

### ATYPICALS.

Owing to the mental and physical condition of atypicals, humane considerations would suggest the most convenient means for providing for their education. The establishment of an atypical school

in each division would greatly facilitate the work by enabling all of this class of children to attend school. There are many atypical who are unable to attend school on account of the long distances, which, under the present arrangement, it is impossible for them to travel. Moreover, the difficulty which has been experienced in procuring suitable teachers would be met successfully if an atypical and ungraded class were placed in the normal school under the direction of the supervisor in charge of this special work, thereby insuring specially trained teachers in this branch.

#### CHILD-LABOR LAW.

The child-labor law, together with the compulsory-education law, make the duties of the attendance officer varied and numerous. The many reports coming from the child-labor inspector to be investigated render it impossible for one officer to cope successfully with the many duties. Provision for a greater number of attendance officers would insure more thorough and effective service.

#### FUND FOR SHOES AND DEFECTIVE EYESIGHT.

The continuance of the annual contribution by the pupils to be expended under the direction of the board of education for the purpose of providing shoes and clothes, and the creation of a fund for correcting defective eyesight of indigent pupils, would lessen the percentage of irregular attendance.

Very respectfully,

IDA G. RICHARDSON,  
*Attendance Officer.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

# REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL No. 1.

SIR: I respectfully submit the following report of Normal School No. 1:

*Statistics for the year closing June 30, 1909.*

## Whole enrollment:

### General course—

Junior class..... 89

Senior class..... 57

### Kindergarten class—

Junior class..... 16

Senior class..... 18

Total..... 180

## Number of graduates:

General course..... 52

Kindergarten course..... 17

Total..... 69

## ENTRANCE REQUIREMENTS.

In order to be eligible for admission to the normal school the candidate must have completed a four years' course in a Washington high school, and have passed a physical examination held by the board of medical inspectors of the District of Columbia. No other mental or moral qualifications beyond that indicated by the high-school diploma is required for entrance, and there is at present no limitation as to the number of students given free by the District the professional training of teacher. Graduates of high schools, other than those of Washington, are not considered eligible except to the kindergarten course, for which a special examination is held when the number of graduates from the local schools electing to become kindergartners is too small for a practical junior class. The policy of admission without limitation is placing upon the students the strain of uncertainty as to their employment after graduation, and upon the faculty the strain of dealing fairly and conscientiously with a number of students too large for the accommodations provided for them. I fear that the ultimate result will be a class of teachers less strong than if limited in number and more carefully selected. I recommend some such law as the following, enacted by



the State Legislature of Massachusetts, as a wise provision for the District of Columbia:

Candidates from high schools which are on certificate list of the New England college entrance certificate board may be admitted to any of the State normal schools without entrance examination in any subject required for admission in which they have attained a standing of B, or 80 per cent, as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the certificate list may be admitted on similar conditions if the high schools are approved for the purpose by the board of education. (Board of Education, Mass., May 2, 1907.)

Entrance into the normal school of those graduating with a standing less than 80 per cent, or from high schools not approved by the board, is through examination in high-school studies.

Some such conditions as these would be of great benefit to the schools of the District.

#### BUILDING AND EQUIPMENT.

The school still occupies the quarters in the Franklin Building, voted by the board of education each year for the past decade wholly inadequate for the purposes of a normal school. The land provided for the school by Congress still lies unoccupied, while this rapidly growing institution tries to accomplish the same work in amount and quality as it would in a suitable building with adequate equipment. The main body of the school occupies the assembly hall at the top of the Franklin Building, the climbing of whose stairs is responsible for the serious breakdown of many a young girl. Into this room are crowded such a number of desks and chairs that students move about with difficulty, and anything in the line of physical exercises is impossible. The light is bad, the ventilation almost insufferable, and the temperature on the coldest days far below that required for comfort. That this room has been occupied this year by 145 students is deplorable. It is deplorable, also, that the highest school in Washington's public-school system is without laboratories, gymnasiums, retiring rooms for either teachers or students, and that it has not even a sufficient number of recitation rooms. That there are only four class recitation rooms for nine academic teachers means that teachers must go from room to room, carrying materials with them, and that not only must one teacher have recitations in the assembly hall, with probably a study class on the other side of the room, but that sometimes two teachers are compelled to teach in the same room at the same time. The thought of next year, when the present number of students will probably be increased by fifty, is discouraging.

The kindergarten department of the school has been located this year, as during the other years of its existence, in a private dwelling house two squares from the Franklin Building. Such separation of

one branch of the school from its main body is highly detrimental, both as to its course of study, now limited by the distance to be traveled by either teachers or students, and as to general professional spirit.

#### COURSE OF STUDY.

Each student upon entering the normal school is allowed to choose between the general course, whose diploma leads to appointment to the grade schools, and the kindergarten course, which fits only for kindergarten work. The subjects of study in each course are as follows:

##### General course:

- Psychology.
- History of education.
- Child study.
- English.
- History.
- Geography.
- Arithmetic.
- Reading.
- Zoology.
- Botany.
- School gardening.
- Music.
- Manual arts.
- Penmanship.
- Practice teaching.

##### Kindergarten course:

- Psychology.
- History of education.
- Kindergarten theory.
- Mother play.
- Literature.
- Story-telling.
- Zoology.
- Botany.
- School gardening.
- Music.
- Manual arts.
- Practice teaching.

These subjects of study are handled in such a way as to preserve as nearly as possible the balance between subject content for its cultural value, and the subject as the instrument for developing methods of teaching. Each instructor is a teacher of subject matter and, as well, a teacher of applied psychology, child study, and general and special methods.

It is unfortunate that the absence of laboratories prevents elementary courses in physics and chemistry, so essential in the education of boys, whose danger of feminization by instruction from the graduates of a school now sending out only women teachers, can be greatly reduced by this knowledge of and right attitude toward the interests and occupations of boys and men. It is to be regretted also that the District must look elsewhere than to its own normal school for its teachers of domestic science, domestic art, music, and drawing.

#### PRACTICE TEACHING.

The normal school provides three practice rooms in the kindergarten course, and fourteen in the general course. This latter number is insufficient for the training of the large classes now entering the school and should be increased. The senior class is divided into two

sections, one of which is engaged in academic work, while the other teaches in the practice schools. The year is divided into three periods of alternating theory and practice work, each student while teaching giving her attention exclusively to that line of work, and being transferred at the end of six weeks to the theory department for exclusively academic work. Each critic teacher has charge of two practice rooms, having in each room two student teachers at a time, who do all the teaching in their respective schools. Thus before graduation each student has had practical independent experience in teaching and school management for 18 weeks and in three different grades. It is unfortunate that practice work is confined to the four primary grades. No more extended work than this is possible because the Franklin Building is used to such an extent for the executive offices of the board of education and other school officials that the high grade schools are crowded from the Franklin into buildings unsuitable for practice work. The erection of the new Strong John Thompson Building will give opportunity for this high grade practice work, and I recommend the selection of such skilled teachers for this building as may work with the normal school in the broader training of its students.

The small amount of money allotted to high and normal schools for the purchase of library books is a particular hardship in this school, which should have special advantages for reference work, if the school is to stand for breadth of culture.

#### TEACHERS.

Two changes in the teaching corps are to be reported this year, the transfer of Miss Mary Brown to the practice department and the appointment of Miss Alberta Walker as training teacher. Miss Walker's appointment was made to satisfy the need of power in the school along the line of expression. Such a distinct gain in strength of personality has been the result of the first year's work that the need and helpfulness of the new teacher is assured.

I thank you for your uniform courtesy and interest in all that relates to the welfare of the normal school and its teachers. We feel that we have your sympathy in our struggles to accomplish work of the highest character in so deplorable an environment, and that you are doing everything in your power to secure from Congress an appropriation for a building.

Very respectfully,

Mr. A. T. STUART,  
*Superintendent of Schools.*

A. M. GODING, *Principal.*

## REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

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SIR: I have the honor to submit the following report for the year 1908-9:

### NEW SCHOOL BUILDING.

I desire to repeat my recommendation of last year that the board of education include in its annual estimate a provision of \$225,000 for a new site for a Central High School, to be located north of Florida Avenue and west of Georgia Avenue.

Although the inadequacy of the present building for modern high-school work is well known to you, I desire to quote from the January number of the school paper, *The Review*:

This is the position to-day. About a thousand high-school pupils in the National Capital are forced to pursue their studies in a building no part of which has been built less than 19 years, and the main wing of which was erected more than 26 years ago. We have no fault to find on the score of actual safety, from the standpoint of structural strength, of fire protection, or of sanitary arrangements. In seating capacity the 30 classrooms and 3 study halls now constituting the building will probably hold the enrollment of the school for some years to come. In other directions, however, there is much to complain of, partly through the deterioration of the building, but principally through the changes which have been made in school methods while the school building has remained, for the most part, unaltered. These objectionable features may be classed under the three heads of general arrangements, facilities for actual teaching, and facilities for those activities which are outside of the actual teaching and yet are very important factors in the educational influences of the school considered in the broader sense.

In the matter of general arrangements, the heating, sewage, and lighting systems are old and out of date. This difficulty could be remedied by the installation of new systems in the old building, but these systems should properly be built in the building at the time of its erection, and the only really satisfactory remedy for the condition would be the erection of a new building. Under this head must be mentioned also a particular in the plans of the old building which has proved decidedly faulty in practice—the three 5-foot staircases, which are quite inadequate to handle the traffic passing between the floors of the building.

Facilities for instruction in such studies as the languages, history, and mathematics are in general quite satisfactory. In the sciences, however, where special facilities beyond those offered by classrooms are necessary, the accommodations are decidedly poor. The original building provided only very meager accommodations for the sciences, and when the addition was erected, about eight years later, conditions had changed to such an extent that it was found necessary to increase the facilities more than double. The chemical and physical laboratories were constructed in the wing expressly for use by these two sciences, but the changing methods have now made them inadequate. When the addition was erected, biology was comparatively new

sections, one of which is engaged in academic work, while the other teaches in the practice schools. The year is divided into three periods of alternating theory and practice work, each student while teaching giving her attention exclusively to that line of work, and being transferred at the end of six weeks to the theory department for exclusively academic work. Each critic teacher has charge of two practice rooms, having in each room two student teachers at a time, who do all the teaching in their respective schools. Thus before graduation each student has had practical independent experience in teaching and school management for 18 weeks and in three different grades. It is unfortunate that practice work is confined to the four primary grades. No more extended work than this is possible because the Franklin Building is used to such an extent for the executive offices of the board of education and other school officials that the high grade schools are crowded from the Franklin into buildings unsuitable for practice work. The erection of the new Strong John Thompson Building will give opportunity for this high grade practice work, and I recommend the selection of such skilled teachers for this building as may work with the normal school in the broader training of its students.

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Very respectfully,

MR. A. T. STUART,  
*Superintendent of Schools.*

A. M. GODING, *Principal.*

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as a science for school instruction and was assigned the old laboratories in the main building, which now serve their purpose but little better than classrooms improvised as laboratories. In physical geography the laboratory is actually only a classroom in which the apparatus has been placed. In addition to difficulties arising in the use of the laboratories for the ordinary laboratory work, the accommodations for demonstrations, lectures, and science recitations are of the most meager sort.

In other fields than the actual instruction, the inadequacy of the present building is plainly shown. The assembly hall has never been changed in size since the construction of the original building and is so small as to prevent the assembling of the whole school without great inconvenience. The library is becoming hampered in its usefulness by a lack of space. The school possesses the nucleus of an excellent museum but has no suitable place for its accommodation. Cloakroom and locker-room facilities are quite inadequate.

Provisions for recreation within the building are very meager. The basement is low-ceilinged, improperly ventilated, and poorly lighted. For purposes of physical training, the so-called gymnasium, a room 25 by 75 feet, and 10 feet high, is totally inadequate.

The various interests of the school outside of the actual studies are likewise improperly provided for. In athletics, facilities for indoor work even approaching satisfaction are to be found only in track training, for which the main basement corridor has been improvised as a running track. The gymnasium is so small that the usual winter indoor games are, practically, impossibilities. Proper dressing-room facilities for the athletic teams are also lacking. The battalion of the High School Cadets shares the gymnasium—almost as inadequate for its use as for athletics. The school publications are housed in a corner partitioned off from one of the study halls. Theatricals and entertainments find the assembly hall inadequate and inconvenient.

#### A HIGH-SCHOOL ATHLETIC FIELD.

Every year the need of a recreation ground on which the general athletic sports of the various schools could be conducted becomes more pressing. Rented grounds over which the schools have not complete control do not enable us to get the greatest good from our competitive sports. As at present conducted it is doubtful if we are not paying too high a price in time and energy for the good which is obtained from these sports.

It is the purpose of the teachers in charge of this work to secure if possible from the Superintendent of Public Grounds an assignment of a tract of land near the speedway for the use of the high-school boys. In this effort we hope to enlist the assistance of yourself and members of the board of education.

In general the academic and scientific work in the school has progressed satisfactorily. I append extracts from reports to me by teachers in charge of special interests which will serve to bring to your attention particular features and special needs of these departments of school work.

I desire especially in this report to recommend the creation of the office of assistant principal for this school, who shall have particular charge of matters of organization. The school is so large, the course of study so elastic that the making of a program twice a year, with

the settling of the innumerable questions growing out of it, demands practically all of the time of the principal. As a result he is not able to keep closely enough in touch with the work of instruction and the needs of individual pupils to properly do the work which should be done by a principal of a school of this type. He is largely a clerk, and for that reason the creation of an assistant principalship, such as is found in the New York high schools, is strongly urged.

#### EXTRACTS FROM REPORTS.

##### Library (Miss Mann):

The goal I would set before me is that no pupil should either leave or graduate from this school without an adequate knowledge of the most important reference books, together with an appreciation of the fact that most of the things the student wants to know may be found, in some form or other, in books.

With one accord all writers on library use, and even college presidents, deplore the lack of knowledge of the use of a library, not only of pupils but of teachers as well, and advocate the training of normal pupils in a competent knowledge of dictionaries, cyclopedias, indexes, tables of contents, card catalogues, etc. The attitude of colleges on this matter is becoming more and more insistent and the time is not far distant when a certificate will be required for so much time spent in the library in the simple handling of books for training in library facility, just as the certificate is now made for work done in the laboratories—in physics, chemistry, botany, etc.

As you are aware, I have always given each new section of pupils a talk on the method of gaining admission to the library and, included with this explanation, an object lesson in the use of a few of the most important reference books. This, however, never quite satisfied my feeling for the needs of the individual; and, last year, (1907-8) I endeavored to follow Miss F. M. Hopkins's plan of giving an illustrated board talk to each section on the use of the indexes, atlases, dictionaries, concordances, etc., and of then having each pupil take an examination in the library in the use of the books above mentioned. Of course, the members of even one section could not all come to the library at once, for there is not a sufficient number of reference books to go around, and consequently the work stretched out endlessly and the marking of the examination papers for practically an entire school of the size of this is a cyclopean task for any one person. Miss Hopkins, with a corps of 12 helpers, gives a course of eight lessons to the pupils of the Central High School of Detroit, Mich., and these examination questions are printed so that the pupil has only to add page numbers. As you will remember, my requisition for these printed sets of questions has been cut out two years in succession and I have had to fall back upon the mimeograph copies which the secretary of the board of education was so kind as to have made for me; but this year, having only such copies as were left over from 1907-8, I was unable to carry on the course with any but the first-year pupils.

This seems a disheartening situation and I have been greatly chagrined by it; but necessity, as we know, is the mother of invention and my firm conviction is that the following is the only solution of the difficulty: Every pupil must be required to spend a definite number of hours in the library, during which time he shall do such work in the use of books as he shall be directed to do by the librarian; and the responsibility for arranging the hours, when he can be received by the librarian, may fairly and without the slightest hardship be laid upon him (the student).

Laboratory work required after school hours is not considered a hardship and library training required after school should in its turn be considered no hardship. A library is a laboratory and the books are its apparatus. A pupil is expected to do so many



hours of laboratory work. Similarly, a pupil should be required to spend so many hours in handling books and using them under direction.

From my experience with the library class, who are rather a picked set, I realize how possible it is for even the most capable to pass through the four years, with little, or no practical, independent, conscious knowledge of books.

Library class: The library class has concluded the third year of its existence. The membership has risen as high as 30 and closes with about 20 names on the rolls. Several pupils have dropped the work because of lack of time. As a whole the class has been unusually regular in attendance.

Only one period a week has been required this year, in consequence of the more satisfactory length of the hours.

The class has taken the regular course of cataloguing, accessioning, shelf-listing, arranging of books on shelves, etc., while a few of the older pupils have taken a little work in classification. Special emphasis has been laid upon the use of reference books in this library, and the last lesson given the more mature pupils was a request for a set of questions which would require (in the answering) the use of all the most important reference books. The questions were very satisfactory.

The class has continued to send its pupils to the Card Distribution Division of the Congressional Library, either permanently or temporarily. Three of the library class have permanent positions now in the Library of Congress, and one has just finished Mr. Bowerman's apprentice course in the Public Library.

My experience with the library class during these years has demonstrated to me most conclusively that a library is a laboratory and that the price for learning the use of the apparatus is time.

### Physical training of girls (Mrs. Walton):

This work consists of general class work and special individual work as the necessity for such may be revealed by the individual physical examinations and measurements. Such examinations occur at the beginning and close of the school year. Physical training is required. No girl is excused except by express order from her physician.

We aim to inspire the exercise habit and encourage pupils who are not strong enough to work with the class to report each week for special exercises.

It is my purpose to plan a course of seven or eight lectures by eminent practitioners of medicine—one each month to boys by a man who can teach them something about right living, and the same number by a woman to the girls.

The spirit of the work, in spite of all material disadvantages, is good. We hope to impress teachers as well as pupils with the idea that our work is more than muscular; that you can not improve a woman's body without improving her character; a woman whose head is properly poised, who walks easily and fearlessly, has noble thoughts and true impulses.

### Physical geography (Miss Martin):

Statistics: The total number of pupils who have been registered in physical geography during the year is 126. They are distributed as follows:

Class 1 B, September, 1908, 10 pupils; class 1 A and B, 1908-9, 76 pupils; class 1 A, February, 1909, 40 pupils.

Of the September 1 B class, 9 passed and 1 failed.

Of the 1 A class of September, 69 passed at the end of January, 3 failed, and 4 left school during the first semester. Of the 69 remaining, 62 passed the second semester work, none failed, and 7 dropped out, 5 leaving school.

Of the 1 A February, 1909, class, 35 have passed, 3 have failed, and 2 have left school.

Equipment: At the beginning of the year the equipment consisted of \$75 worth of apparatus ordered in June, 1908, and a fine collection of rocks and minerals. This has been supplemented by apparatus borrowed from the physics department and the chemicals and glassware supplied by the chemistry department, and by a number of home-made maps. A laboratory fee of 50 cents for each half year was collected from

each pupil, and with this money material for individual use has been purchased, some of which, such as laboratory manuals, topographic maps, and modeling material, remains as a part of the permanent equipment.

Classroom 29 has been provided with a porcelain sink and with electric lights. Two long tables and two cases for apparatus were repaired so as to make them suitable for laboratory use.

**Aims:** The following aims have been kept in mind in planning the work of the year: To enlarge the pupil's horizon by making him acquainted with the physical world in which he lives; to give new interest to walks or drives or railway journeys because of the knowledge of the agents at work in land sculpture; to train in reasoning from cause to result and from results back to causes, and to accustom pupils to the laboratory method and to accuracy and neatness of work.

**Outline of work done:** The textbook used was Dryer's Physical Geography, and the classes have completed the text. The laboratory work has consisted of exercises taken from two manuals, one by Davis, of Harvard, and one by Everly, Blount, and Walton, of the Chicago high schools, together with some original exercises.

More than 50 laboratory exercises have been completed. Among the subjects included in the laboratory work are the following: The description and identification of 30 minerals and rocks; observations on the moon's phases and the time of rising and setting during one month; place of sunrise and sunset throughout the year; sun's altitude at different times; the study of land forms by means of topographic maps; the making of contour maps from models and data; the making and study of river profiles; five field excursions, three in the fall and two in the spring; experiments to illustrate the physical principles underlying atmospheric phenomena, such as the composition of air, heat, pressure, condensation of vapor, etc.; globe study of rotation and revolution and their aspects; the experimental determination of latitude and longitude; a detailed study of weather maps, including the making of one from given data; the making and study of graphs for daily and seasonal range of temperature, sunrise and sunset time at different places, and annual rainfall; and the study of magnetism as applied to the earth.

**Recommendations:** I should like to recommend that physical geography be made elective with history in the first year of the modern-language course, and that it be offered as an elective in the senior year of the classical and history courses. If a senior class could be organized the work of that class could be of a more advanced character than that planned for first-year students. It is important that prospective normal students should take physical geography as a preparation for their work in the grades.

### Music (Mr. Hoover):

At your request, I send the following report of the work done in music:

All first-year pupils have had one period weekly of chorus practice during the chapel hour and also weekly lessons in three small classes. The ability to sing with due regard to intonation, tone quality, expression, and enunciation has been the aim of the first year's work. The boys have learned a number of standard songs in unison to gain variety to their part of the work and to enlarge their musical expression.

All the other pupils have had one period weekly of chorus singing during chapel period.

The four normal classes have received weekly lessons in voice culture, including breath control, voice placing, enunciation, sight singing, and study of new music. The fourth-year class has spent the entire term in the study of master songs.

The plan of the work for the first year is generally satisfactory. The chorus practice of the upper classes has been most unsatisfactory owing to various causes: First, the class is too large; second, there is no seating as to parts; third, the practice has too often been interrupted by other interests. I suggest the formation of a second-year chorus, a third-year chorus, and a fourth-year chorus, thus carrying on the plan started

in the first year. If this is impossible, I suggest the formation of a special chorus for the study of complete works to carry out the plan started this year in connection with the Choral Society. I also suggest the formation of glee clubs among the boys and girls. I am most anxious to start a class in harmony open to all pupils. There should be some recognition of music in the reports.

#### Chemistry (Mr. Edelin):

With regard to laboratory equipment I would say there is great necessity for having all of the students' desks provided with locks. Under the present conditions we are unable to charge a breakage fee because of the injustice of holding the students responsible when they have no means of securing their apparatus. This condition encourages extravagance in the use of apparatus.

#### Biology (Mr. Doolittle):

Classes in biological sciences have been organized as usual, two sections continuing botany in the fourth year, and one section continuing zoology in the fourth year. Two sections began general biology in the third year. In addition, accommodating itself to the new curriculum of study, a biology section was organized in the second year and another in the fourth year as a one-year elective. At the mid-year promotions still another section was organized for those entering the second year. The changes in electives in the new curriculum coupled with the introduction of semester promotion render a systematic organization of the biology classes quite out of the question for at least two years. The loss of numbers on removing this science from the subjects required for entrance to the normal school has not been felt as severely as was anticipated. During the present year 53 have registered in the advanced courses and 88 in the beginning courses, and the electives for next year indicate an increase in the beginning classes for the coming year.

The change of the status of this science in the curriculum; that is, taking it from the list of subjects required for entrance to the normal school, and incidentally removing the incentive of a normal entrance examination, the throwing the science open in the fourth year as a one-year elective, and its introduction to the second-year as a two-year elective, has apparently changed the general tone and character of the classes. Instead of the picked set of pupils of advanced grade with definite purpose and requirements, the pupils are much more average in character and the second-year sections much more immature. Doubtless the subject matter and method of instruction will be revised to meet the changing situation, and new textbooks must be adopted.

It appears recently that biological science is becoming more prominent in this school as special preparation for professional life. Several recently have had their tastes and talents developed so that already they are professional biologists, and still more are taking the course as definite preparation for medical and surgical work.

The rebuilding of the laboratory tables has given to the laboratories a much better appearance and done much to render the pupil's work convenient and efficient. Other improvements are consistently advocated, which can be reported upon better another year.

#### Drawing (Miss Wilson):

In addition to the regular work in drawing an effort has been made to include craft work in the course to a greater extent than has been attempted in other years. This has been carried out by the introduction of metal work and stenciling as electives for a limited number of pupils. Besides this, a craft club was formed at the beginning of the school year with the idea of emphasizing further this side of work. The craft club consisted of 30 pupils who were divided into three groups, one of which devoted its time to metal work, one to stenciling, and one to block printing. The meetings of the club were held for two hours after school one day each week. The articles made by the pupils were sold at the school luncheon. Their sale added

materially to the proceeds and made the pupils realize that their work had a commercial value. A subject new in the curriculum and relating closely to this phase of the pupil's training is the course in applied design in the major class. It is hoped that another year may make possible the further development of all the work of this description.

### History (Mr. Maurer):

Ancient history, first year: The entire work in ancient history has been systematized in so far as the distribution of time given to each period is concerned. The oriental period was covered very briefly and only the main characteristics of oriental civilization were studied. The whole of the second semester for September classes was given over to Roman history and the work was so arranged that the last three centuries, 500 A. D. to 800 A. D., were surveyed. In all of the classes stress was laid upon the geography because in this respect the work has heretofore been unsatisfactory.

In order that the pupils might get some clearer understanding of ancient life, lantern slides have been shown them during chapel and recitation periods.

The work in ancient history may be made more vital by a greater emphasis upon the study of the life and civilization of the Greeks and Romans. In order that this may be done the high school library should be equipped with a larger number of secondary reference books which are now but few in number.

European history: The classes now beginning European history give two years' study to the one textbook used. This course is therefore now more satisfactory because the evil of too much haste in covering a large amount of textbook matter in a short time has been removed. In former years under the old course of study the same textbook was studied in one year and classes were always hurried.

Unfortunately the present course of study permits only a very small percentage of the pupils to study European history, that subject being confined to the history course alone, except for a one-year elective of modern history in the third year of the scientific course. This subject should be made an elective in the modern language course, in order that pupils may get a historical background for English and modern language work.

Without this wider choice of European history it will be impossible to build up a satisfactory department in European history because the pupils reached by it will be small in number as compared with the total enrollment.

American history: The work in this subject began with a thoroughly arranged survey of the colonial period covering the European background, 20 recitations periods. Following that, the classes were given somewhat intensive study of the social and economic conditions in 1760. During the year stress has been laid upon governmental origins and developments, constitutional history, the Jacksonian period, and the period from 1850 to 1860. Social and economic development has been studied throughout the year and the course was rounded out with topical study of contemporary social and governmental problems. The library method has been followed in so far as the facilities of the library permitted.

Unless American history is opened as an elective to senior pupils in all classes the best result of all high-school education, the training for intelligent citizenship, can not be secured in any large measure. Under the present course of study all pupils in the classical and modern language courses are denied all opportunity to study any history except the history of the ancients. This obvious weakness should be remedied and all senior pupils should be given at least an opportunity to study American history.

Very respectfully,

EMORY M. WILSON.

Mr. A. T. STUART,  
*Superintendent of Schools.*

## CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1908-9.

Year.	Academic.			Scientific			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	80	183	263	40	100	140	120	283	403		
Second.....	72	99	171	39	108	147	111	207	318		
Third.....	71	110	181	26	63	89	97	173	270		
Fourth.....	40	65	105	27	45	72	67	110	177		
Total.....	263	457	720	132	316	448	395	773	1,168	712	456
Withdrawals.....	40	70	110	12	33	45	52	103	155		
Total at close of year.....	223	387	610	120	273	403	343	670	1,013		
Graduates.....							67	110	177		

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	964.9	949.4	98.6
October.....	999.9	964.5	96.4
November.....	983.1	933.4	94.9
December.....	985.5	934.7	90.7
January.....	969.5	914.1	94.3
February.....	1,073.1	1,006.9	93.7
March.....	1,052.9	979.0	92.9
April.....	1,049.8	964.6	91.7
May.....	1,025.2	948.2	92.4
June.....	1,016.1	963.6	94.8
Total.....	1,014.2	955.1	94.1

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.					
				Third year.		Fourth year.		Total.	
				Boys.	Girls.	Boys.	Girls.		
1890-91.....	36	1,001.0	1,090	74	131			205	
1891-92.....	37	937.0	1,025	53	153			206	
1892-93.....	39	778.0	851	47	101			148	
1893-94.....	42	835.0	916	33	100	9	25	167	
1894-95.....	43	894.0	1,010	36	68	13	42	159	
1895-96.....	42	814.0	960	1	1	14	42	58	
1896-97.....	44	851.0	966			31	72	103	
1897-98.....	43	894.5	994			35	58	93	
1898-99.....	43	917.1	1,052			41	66	107	
1899-1900.....	47	991.3	1,126			34	42	76	
1900-1901.....	49	899.9	985			40	55	95	
1901-21.....	44	706.3	807			18	64	82	
1902-3.....	47	693.2	772			31	72	103	
1903-4.....	47	788.0	862			36	59	95	
1904-5.....	50	888.1	969			31	73	104	
1905-6.....	57	984.3	1,072			43	81	124	
1906-7.....	55	994.0	1,111			43	99	142	
1907-8.....	48	1,000.2	1,122			54	118	172	
1908-9.....	50	1,014.2	1,168			67	110	177	

<sup>1</sup> Technical school separated.

# REPORT OF PRINCIPAL OF EASTERN HIGH SCHOOL.

SIR: I beg leave to submit the following report upon the Eastern High School for the year 1908-9:

## I. ENROLLMENT.

The total enrollment is 410, distributed as follows:

	Boys.	Girls.	Total.
Fourth year.....	18	47	65
Third year.....	34	77	111
Second year.....	33	77	110
First year.....	51	73	124
Total.....	136	274	410

This is a slight increase over the enrollment of last year and marks an increase since the year 1905-6 of 97, the total enrollment in that year being 313. The percentage of increase in the three years is therefore 31 per cent. The enrollment for the two years was, respectively, 269 and 361.8; thus there has been an absolute increase of 92.8 in the three years in the average enrollment, or 35.4 per cent. Certainly a healthy growth, indicating that the school deserves consideration.

One other statistical item is significant as an index of the status of the school. The school year 1905-6 ended with 231 pupils on the roll; the present year ends with 356 names on the roll. Thus there are at the close of the present year 125 more pupils in the school than at the close of the third year back, or an increase of 54 per cent.

The withdrawals this year have exceeded slightly the number last year—41 and 33, respectively. (Incidentally, the withdrawals this year are just one-half the number for 1905-6, 41 and 82, respectively.)

The causes and distribution by classes are as follows:

	First year.		Second year.		Third year.		Fourth year.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Transfers.....	3			1			1		5
Left city.....	1	1		1			1		3
To work.....	2		6		2				11
Ill health.....		2	1		1				10
Needed at home.....				2					2
Private schools.....				1		2	1		4
Lack of interest.....		1				1			2
Cause not given.....		2		1		1			4
Total.....	6	6	7	9	3	7	3		41

Thus 19 boys and 22 girls have withdrawn. Of the 41, 5 were transferred to other schools. The actual loss to our high schools is therefore only 36. Of these, 6 expect to reenter in the fall.

The actual loss therefore for the year is only 30, or 7.4 per cent. This is in rather striking contrast with the conditions that prevail in the country at large. Our decrease is strikingly small. This is specially noticeable in the first year where the losses, exclusive of transfers to other high schools in the city, are only 3 boys and 6 girls, a total of 9 or 7.2 per cent. Reports from many cities show losses of 25 per cent and upward, sometimes reaching as high as 50 per cent.

The low percentage of loss and especially the absence of losses due to discouragement is distinctly gratifying. I repeat here what I have said in my two former reports, that I believe that the flexibility of the semester system is largely responsible for the practical doing away with the factor of discouragement as a cause of withdrawal. In former years the number of withdrawals from this cause was considerable.

## II. WORK OF THE YEAR.

The work of the year has progressed satisfactorily in most respects. There was a serious hitch in the work of the history department at the beginning of the year owing to the lack of the additional teacher necessary in that department. Two of the beginning classes suffered during the time that elapsed before the additional teacher, Mr. Van Vleck, was secured. This loss was made up in large part though not entirely.

The work in drawing has been especially satisfactory, as compared with last year, when we were without a second teacher for nearly half a year. This year, the work was organized from the beginning of the year and good results have been secured uniformly.

This department, however, suffers from lack of equipment. Last year I included in my annual requisition a number of items that are necessary in order to bring our equipment up to an equality with the equipment of the other schools. Only a few of these items were secured. I am again including them in my requisition this year. I bespeak your interest in this matter.

The work of the physical training department has been developed along the lines indicated in my last report. The teacher has measured carefully all the girls in the school, both at the time of entrance and at the close of the year. Much corrective work has resulted. The examination has been a frequent reason for conference with parents and, I believe, the health of many girls has been guarded by directing the attention of both girls and parents to hygienic considerations that otherwise would have been overlooked.

There has also been a consistent effort to coordinate the health and school progress of the girls. The teachers have consulted the physical examination record frequently and not infrequently have learned things in regard to the health of the pupils that were of distinct value in dealing with pupils.

The urgent material needs of the department, shower baths, are now in process of construction. Next year we shall have four properly equipped baths for the girls.

Another item of importance is that the pupils should be marked in this subject. It seems to me especially desirable, inasmuch as this is a subject in which the factors of effort and fidelity may receive major emphasis in the marking. In most of our school work the mark represents only results; it takes no cognizance of the fact that a low mark may represent just as much conscientious effort as the high mark. In marking pupils in this subject it would be quite as easy to recognize effort and fidelity as results.

The preceding has to do with girls only of course. For the boys nothing is done except the one day a week with Mr. Foley. The most important aspect of physical training, the physical examination does not exist. This, of course, is a necessary precedent condition to physical education.

There is a crying need for a physical training teacher for the boys in each school. This is the next improvement I shall seek to bring about in the organization of the school.

The work of the school has been hampered not a little this year on account of the lack of rooms. In another connection I have called your attention to the fact that with 17 classes I have but 15 classrooms. With the exception of the science and the drawing teachers none of the teachers have exclusive use of their rooms, and in some cases the teacher does not teach two classes consecutively in the same room. Further, recitations have been held regularly in the men's coat room, in a blind end of a corridor, and a few in the assembly hall, where there is absolutely none of the necessary equipment of the classroom. Conditions will be worse next year. The present indications are that there will be an initial enrollment in September of between 430 and 440, as against 380 this year. I can not increase the number of classes; therefore I must enlarge them. (I doubt whether it will be possible for me to receive a class in February.)

This lack of room not only necessitates larger classes, but it has also worked another injury to the school. I am obliged to divide the day into six instead of five periods in order that classes may be accommodated. That means that the recitation periods are about eight minutes less than on the five-period plan. I believe that my school is the only one now that suffers this disadvantage.



All of which serves merely to emphasize the radical need of a new school building for this school, a need which I have pointed to in my last two reports as an inevitable development. But I have also put this need in the form of a request for an appropriation.

With appreciation of courtesies received, I remain,

Very respectfully,

W. S. SMALL, *Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*

#### EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1908-9.*

Years.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	45	55	100	4	17	21	49	72	121	4	95	26	121
Second.....	31	54	85	2	22	24	33	76	109	102	107	2	109
Third.....	30	60	90	4	17	21	34	77	111	105	109	2	111
Fourth.....	16	43	59	1	4	5	17	47	64	61	61	3	64
Total.....	122	212	334	11	60	71	133	272	405	.....	372	33	405
Withdrawals.....	19	24	43	2	4	6	21	28	49	.....	.....	.....	49
Total at close of year.....	103	188	291	9	56	65	112	244	356	.....	.....	.....	356
Graduates.....	14	38	52	0	4	4	14	42	56	.....	.....	.....	56

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Months.	Average enrollment.	Average attendance.	Percent.
September.....	362.3	352.4	97.5
October.....	367.2	348.0	94.7
November.....	368.8	347.7	94.2
December.....	360.9	333.2	92.3
January.....	356.7	334.5	93.7
February.....	367.3	342.6	93.2
March.....	366.0	335.2	91.2
April.....	359.5	331.0	92.3
May.....	358.2	326.8	91.2
June.....	349.6	344.0	92.1
Total.....	361.8	336.9	93.1

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Years.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	7	158.0	189					
1891-92.....	11	239.0	270					
1892-93.....	15	329.0	386	31	37			68
1893-94.....	17	366.0	400	29	48	5	6	81
1894-95.....	19	393.2	452	25	31	9	16	32
1895-96.....	21	394.4	467		1	8	23	31
1896-97.....	21	401.0	453			10	34	44
1897-98.....	21	445.0	511			18	34	52
1898-99.....	21	468.0	538			24	36	60
1899-1900.....	22	460.4	532			20	41	61
1900-1901.....	22	411.2	458			13	42	55
1901-2.....	22	374.6	416			19	39	58
1902-3.....	21	292.0	342			20	28	48
1903-4.....	20	286.0	314			11	33	44
1904-5.....	19	275.9	308			11	37	48
1905-6.....	18	279.0	313			14	22	36
1906-7.....	19	306.0	335			11	24	35
1907-8.....	21	353.4	388			15	33	48
1908-9.....	22	361.8	405			14	42	56

## REPORT OF PRINCIPAL OF WESTERN HIGH SCHOOL.

---

SIR: I beg to submit to you my report of the work of the Western High School for the year just closed.

In general, I would say that the work of the year has been successful and up to the usual standard. There has been a conspicuous lack of absence on the part of teachers, the general health being exceedingly good, and as a result there has been little interruption of the regular classroom routine. That is, of course, an important factor in the year's work.

I have dwelt somewhat at length upon a few points whose significance seemed to me to warrant this treatment.

### THE PHYSICAL NEEDS OF THE SCHOOL.

During the current year the enrollment of the school reached and surpassed its maximum capacity.

In February the problem of caring for the incoming class assumed serious proportions, as there was absolutely not one vacant desk for the group of 50 pupils who were ready for admission. The plan to secure classroom space in the Fillmore School was discussed, but it was finally abandoned in favor of the afternoon-session plan for the incoming class, the membership of which was limited to one section, all of whom were required to take Latin. By thus simplifying the teaching problem it was possible to work out a plan by which the second semester pupils of the first year finished all their major studies by 12 o'clock and, except when detained for music or physical culture, were dismissed at noon. First semester pupils and those repeating a first semester subject, had their session from 12 to 3.30 p m. The disadvantages of this system are obvious. It was only a makeshift, and will be used only so long as the necessities of our situation compel. Fortunately the Congress appropriated \$72,000 for the increase of the Western High School, so that the days of stress and crowding are limited to not more than one more session.

In this connection I desire to express on behalf of the faculty and principal of the Western High School appreciation of the interest in the proposed extension manifested by the municipal architect, Mr. Snowden Ashford. He has been most courteous in the matter of receiving suggestions, and has shown a desire to serve the school needs, as they have been demonstrated by experience, in so far as it is possible for him to do so.

## HOME AND SCHOOL ASSOCIATION.

One of the most significant steps, educationally, which has been taken in recent years is the organization during the current school year of a Home and School Association for the Western High School.

The first year in the life of the association has witnessed a vigorous and healthy growth. Its meetings have not been infrequent, and have been interesting and valuable to both patrons and teachers. Officered by patrons of the school and members of the faculty with a strong executive board, a simple constitution, and an ambitious program, it bids fair to be a very dominant influence in the school life.

Two hundred and fifty parents are enrolled as members of the association, while practically all of the remaining patrons have indirectly signified their approval of this movement to unite the forces of the home and school in closer sympathy and cooperation in the betterment of educational conditions for the pupil.

The executive committee has already mapped out a program for the coming year which guarantees the continued interest in the association, growth in its membership, a deepening of its influence upon the general line and life of the school, as well as the accomplishment of the very particular object for which it exists, namely, the fuller knowledge of the needs of the individual pupil.

The success of this movement in the Western High School argues favorably for the organization of similar associations in every high and graded school in the District of Columbia. A league of these associations, such, for example, as exists in Philadelphia, would give us a very strong organization for creating public sentiment in favor of any legislation directly affecting the welfare of the schools.

Pure drinking water, play grounds, school luncheons, all questions of sanitation, particular needs of particular communities are questions in which the people of the District are vitally interested and in which, given the opportunity through the local home and school association, they will manifest their interest dynamically.

## THE SCHOOL AS A SOCIAL CENTER.

Since the erection of the Western High School Building it has been the desire of the principal to have this school the center of the community life. Physical conditions have operated against the carrying out of this plan, but beginnings have been made in a small way. For three years past the Public Library has maintained a branch library at the Western High School, which has been open to the people of Georgetown three nights a week.

During the present school year the neighboring graded school buildings have availed themselves of the Western High School hall for

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During the present school year the neighboring graded school buildings have availed themselves of the Western High School hall for

rehearsals and entertainments, to the advantage, I believe, of both the graded schools and the Western High School.

A community of interest is engendered by this association which can be aroused in no other way. Our high-school students need the experience of closer touch with the younger children, just as the pupils of the graded schools need the associations of the high school to arouse in them ambition for further study and a sense of personal proprietorship in the local high school.

With the installation of electricity, the opening of a gymnasium for boys on the first floor of the building, with showers and lockers immediately adjacent to the athletic field, the opening of the lunch room and assembly hall by provision of entrances directly from the grounds (all of which changes are included in the proposed plan for increase of the building) it will be possible to realize the long-cherished dream of continuous usefulness for the building; and it is my ardent hope that this is the last summer in which those beautiful grounds, the only park west of Rock Creek, will be closed to the people of Georgetown. From the day school closes in June to the date of its reopening in September the building and grounds should be available for work and play for those children and young people who remain in the city during the hot summer months.

#### ATHLETIC AND OTHER INTERESTS.

The athletic interests of the school have been well sustained throughout the current year.

Football has always had the strongest hold upon the pupils, and this year was no exception to the rule. The very honorable place won by the team bespeaks a continuance of the enthusiasm for this sport.

Basket ball was dignified by being put under the same eligibility rules which obtain in other recognized high-school sports. This can not fail to develop a deeper and more permanent interest in this fine sport.

Baseball and track events are the worst sufferers because of the lack of an athletic field where such sports can be held. One of the greatest needs of the high schools of Washington is for a suitable athletic field, where interhigh-school games can be held and where the teams of the several schools can go for training. Aside from the matter of the expense entailed, which is quite out of proportion to the demands of other school interests, the present arrangement by which the teams use the American League Park for their games leads to postponements, delays, misunderstandings, and incalculable loss of time to both faculty, advisers, and managers in telephoning.

## DEBATE.

The debating interest at the Western High School is increasing with each year. This year a special effort was made to enlarge the scope and influence of the debating society. A special committee of teachers, with Miss Merrill as chairman, were given charge of this interest, with the result that both the quantity and the quality of the work done were materially increased. In recognition of the superior service rendered the school by the debating team, the school awarded pins to each member who had participated in two debates. On the whole, the debating interest is increasing its hold on the school and the community. We hope for the day when the announcement of an interhigh-school debate will awaken the same response as the announcement of an interhigh-school football game.

## THE MILTON CENTENARY.

Under the direction of Miss Katherine Reed, head teacher of English of this school, the senior class gave a Milton evening as their Christmas entertainment.

This recognition of the great poet, in lieu of the traditional Christmas frolic, marks a step in development of æsthetic appreciation among our young people. *L'Allegro*, *Il Penseroso*, and *Comus* each lent itself to dramatic and pictorial expression. The lines were recited with rare appreciation of their beauty, the setting was most beautiful, and the action fine.

The entire program reflected the greatest credit upon Miss Reed and the members of the senior class.

## THE FRENCH PLAYS.

After an interval of two years the French department resumed the custom of giving the annual French evening. The entire program was under the direction of Mme. B. J. Bimont, head teacher of French at the school.

The parts were all well taken, the program gave great pleasure to an audience composed of members of the school, members of the French departments of various other public and private schools, members of the various French clubs, and representatives of the French legation at Washington.

The greatest benefit from these plays is that to the individual pupils who participate. I do not hesitate to say that the training received by them in the use of idiomatic French, and in the atmosphere of French life, is equivalent to a semester's work in a regular French class. We hope to make this a regular feature of the work of this department, and to institute it in the German department.



## SIGNIFICANCE OF THE SPRING ENTERTAINMENT.

In the annual spring entertainment for the benefit of the athletic and other interests of the school an effort was made through the correlation of music and physical training to show some phases in æsthetic development of the regular school work.

Early in January Miss Bentley, director of music, took a group of 30 girls in training for this work. The membership in the special class was voluntary. Girls were not selected for either personal beauty or special vocal fitness, but such as volunteered for the training were accepted.

Every Tuesday afternoon for a period covering nearly four months this class met after school in the gymnasium, where Miss Bentley gave them training in the system of rhythmic exercises, taught by Mrs. Lucia Gale Barber, of Boston. During the week preceding the entertainment Mrs. Barber herself came on from Boston and gave daily rehearsals of the program. The results of this training have an educational significance which warrants their mention in this report.

It was demonstrated that the exercises employing the large muscles divert self-consciousness and tension from the vocal mechanism, freeing the voice so that pure tone, vibrant, full and rich in quality, results. Moreover, the entire body, brought into relation with the æsthetic impulse through rhythm, was made to contribute its quota of graceful and spontaneous expression. Strangely enough passages which would have been entirely beyond the compass of these average, untrained voices were sung with splendid effect, with full sustained voice, when the whole self was made to express the composer's thought. In other words, the training given by Mrs. Barber tended to destroy self-consciousness, which inhibits freedom of expression, and by bringing the body into spontaneous relation with the musical mood, to open all the avenues of joyous, rhythmic, musical expression.

I believe it is not too much to claim for this special training given by Miss Bentley and Mrs. Barber that it has permanently changed the mental habits of the girls receiving it. A certain elasticity and buoyancy of spirit persists which expresses itself not only in their singing, but in their attitude toward their work and in the daily routine.

The program was very carefully worked out to show the progression from one stage of development of musical expression to the next. The garden scene in which 30 lovely girls bending and skipping to the rhythmic melody of Nevins's *In My Neighbor's Garden*, gathered baskets of roses, inhaling their delicate perfume, was an exquisite exercise in breathing and bending.

In the Mendelssohn's *Spring Song*, to which the same girls lent a humming accompaniment, was demonstrated the most delicate use of the voice in pure tone.

The third number, *Nymphs and Shepherds*, called for all the bounding grace and spontaneous freedom of a group of wood nymphs. Had it failed of this in even a single point, it would have been grotesque; as it was, the very spirit of the forest nymphs seemed to possess the girls, who, garlanded with flowers, and half hidden by the shrubs and hedges, danced their rustic idyl with the simple grace that called forth tremendous applause.

The last number was selected to show the highest musical development of the voice, in the expression of lofty praise in the *Rejoice* from Handel's *Messiah*. The aria is difficult. I doubt if it ever has been sung by a group of sopranos. That it has never before been attempted by 30 high-school girls with untrained, average voices, I am certain. The girls were arranged in two tiers, so that holding great palm branches over their heads, they created the impression of two great groined cathedral arches of living green. In this number the solidity and volume of tone was remarkable, as was also the freedom in the rendition of the long and difficult cadenzas. The entertainment was from the musical standpoint the most ambitious ever undertaken by the school, and demonstrated conclusively that adequate musical expression can be secured only by the bringing of the whole self into the training.

It means the absolute surrender of individuality to the thought and ideal of the composer, and its compensations are a freer mental habit and a body capable of more graceful and rhythmic expression.

During the year just closed the hand of Death has been laid very heavily upon the Western High School.

Charles Triepel, a boy of unusual promise, the leader of his class in academic studies, and a lad beloved alike by comrades and teachers, was accidentally drowned while testing the ice on a favorite skating pond in Rock Creek Park.

The school had hardly recovered from the shock of his sudden death, when there happened the supreme tragedy in the history of the school. The details of the accidental shooting of Vivian Bowdoin by Denniston Charleton have been made the subject of a special report, and are too well known for repetition here. It only remains for me to express appreciation of the magnificent heroism and self-control of the teachers and students who were present immediately following the accident, and to say that their management of the situation will always command admiration and respect.

This tragedy plunged the entire school into deep sorrow. Both lads were in high standing in their class, both had the respect and affection of their classmates and teachers. The horror of the accident is an abiding memory, in which it is difficult to see an ultimate

good; but all that could be made of it by way of forewarning against the careless use of firearms, and their secret possession on the school premises, was done.

In closing my report I wish to express my appreciation of the unmeasured service of the teachers of the Western High School. Their loyalty to all school interests and devotion to their individual problems are worthy this recognition.

Very respectfully,

EDITH C. WESTCOTT,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1908-9.*

	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First year.....	95	81	176	12	40	52	107	121	228
Second year.....	70	67	137	5	35	40	75	102	177
Third year.....	10	30	40	47	40	87	57	70	127
Fourth year.....	6	24	30	29	23	52	35	47	82
Total.....	181	202	383	93	138	231	274	340	614
Withdrawals.....	50	40	90	46	43	89	94	83	179
Total at close.....	131	162	293	47	95	142	178	257	435
Graduates.....	5	22	27	23	16	39	28	38	66

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Months.	Average enrollment.	Average attendance.	Per cent.
September.....	515.7	509.3	98.7
October.....	533.1	516.4	96.8
November.....	540.6	514.6	95.2
December.....	517.2	479.3	92.6
January.....	513.8	483.8	94.1
February.....	535.6	504.9	94.2
March.....	497.9	460.4	92.4
April.....	523.8	486.7	92.9
May.....	516.1	485.1	93.9
June.....	472.5	442.2	93.6
Total.....	517.0	488.0	94.3

TABLE III.—*Showing number of teachers, average attendance, whole enrollment, and number of graduates.*

Years.	Teachers.	Average enrollment.	Total enrollment.	Graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64	.....	.....	.....	.....	.....
1891-92.....	4	107	126	.....	.....	.....	.....	.....
1892-93.....	7	156	173	8	24	.....	.....	32
1893-94.....	10	181	199	12	33	1	5	51
1894-95.....	11	199	226	7	9	.....	10	26
1895-96.....	12	245	281	.....	.....	5	15	20
1896-97.....	14	231	264	.....	.....	5	18	23
1897-98.....	15	290	320	.....	.....	4	25	29
1898-99.....	17	339	404	.....	.....	9	25	34
1899-1900.....	18	342	405	.....	.....	10	15	25
1900-1901.....	19	323	377	.....	.....	25	23	48
1901-2.....	17	291	338	.....	.....	18	41	59
1902-3.....	15	262	303	.....	.....	14	23	37
1903-4.....	16	300	344	.....	.....	16	32	48
1904-5.....	18	332	352	.....	.....	17	19	36
1905-6.....	21	414	463	.....	.....	15	36	51
1906-7.....	24	430	498	.....	.....	20	21	41
1907-8.....	26	467	561	.....	.....	19	42	61
1908-9.....	26	517	614	.....	.....	28	38	66

## REPORT OF PRINCIPAL OF BUSINESS HIGH SCHOOL.

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SIR: I have the honor to submit the following report of the work of the Business High School for the year ending June 30, 1909.

### FOUR-YEAR COURSE.

About 200 students were enrolled in the four-year course, and there is a prospect that a fair proportion of pupils who have completed the short course will return to take advanced work. Nine pupils, who returned after completing the two-year course, received the four-year diploma at the June commencement. While the course can be improved in minor details (as I have suggested in a previous communication), it is serving its purpose admirably and will add year by year to the efficiency and value of the school.

### BUILDING ACCOMMODATIONS AND EQUIPMENT.

Owing to the want of a sufficient number of classrooms, about 250 pupils have been obliged to pursue an afternoon course, beginning at 1 o'clock and continuing until 4.40 p. m. The completion of the addition now building will permit all to attend for a full session.

It is to be regretted that the equipment appropriation asked by the board of education was rejected by the conference committee of Congress, although approved by the Senate, as the work of the school generally, and of laboratory and business training departments in particular is injured and retarded for want of necessary material.

### DRILL AND ATHLETICS.

The effort of the school to make physical training an interesting and important matter to every student has been fairly successful, although students attending the afternoon only have been necessarily deprived of the benefit of gymnasium training.

In competitive athletics the school won the interhigh-school baseball championship.

In the annual cadet drill, in which the 12 companies of the high-school regiment competed, Company E of the Business High School was awarded first place.

## MORALE.

The spirit of the school has been tested by both success and discouragement.

Afternoon teachers and students, although working under uncomfortable conditions, have minimized their disadvantages by resolute effort and hearty cooperation. Teachers and pupils in partially equipped laboratories have made the most of their limited opportunities and have striven to overcome lack of material by individual effort.

Although elated by victories in athletics and drill, the students have shown commendable modesty and self-control at a time when discipline might easily have been overcome by the intoxication of success.

## LIBRARY.

The appointment of a school librarian has made possible the centralization and classification of books heretofore scattered among several departments, and has enabled pupils to be trained in the systematic use of a circulating and reference library.

## REPORT BY SUBJECTS.

The subjects of the two-year course are covered in detail in the report for the year ending June, 1907. In order to avoid useless duplication, this year's report is limited to the new subjects of the four-year course, which has now been in operation for two years.

## GERMAN.

The department of German of the Business High School at the opening of the session 1908-9 embraced a total of 141 pupils, which increased at the beginning of the second semester to 183.

The textbook, Spanhoofd's *Lehrbuch der Deutschen Sprache*, was followed in all classes with highly satisfactory results. By way of experiment, Kutner's *Commercial German* was introduced as a textbook for the most advanced section in the school. As the establishment of the four-year course and the introduction of German into the curriculum are so recent, this section had not completed its study of Spanhoofd's text. It had been intended by using Kutner's text to give the pupils of this section some knowledge of German commercial terms and expressions, as well as to acquaint them with the forms of German commercial papers; but the results obtained were not wholly satisfactory, and it is therefore advised that a thorough study of Spanhoofd's text be made prior to the study of Kutner's text. This method will lead to the acquisition of a commercial vocabulary and concomitantly provide for a complete review of the

grammar, a thorough knowledge of which is essential to anyone who intends to use German commercially.

During the coming summer an essentially commercial course will be planned for the advanced classes of the next session; a course which will embrace the writing of notes, checks, drafts, and bills of exchange on German banks; translations, both ways, of business letters; and the development of business practice sets.

The pupils generally have shown a highly commendable application and attention, though there have been problems—such as the child of the family where very poor German is spoken, the pupil who has no aptitude for language study, the one who considers the study too difficult, and the one for whom the study actually is too difficult. The problems have been met as the individual case demanded, and the standard attained will improve from year to year.

#### ENGLISH.

In the first and second years, the work was identical with that of the last report.

The work of the third year required very careful planning to meet the difficult condition of having in one class students who had dropped English for German at the end of the first year and those who were transferred from the regular two-year course, one of the difficulties arising from the change from a two to a four year course.

The first seven weeks were spent in reviewing the principles of composition to bring all members of the class, as nearly as possible, up to the same standard. At the end of this time the study of the *Canterbury Tales* was begun. The Prologue and the *Knights Tales* were studied.

Following Chaucer, Macaulay's *England in 1685* was used. This afforded an opportunity for studying English history through special reports assigned to students. The interest and enthusiasm roused by this study continued when the class took up the *De Coverly Papers* and reports upon numerous subjects were made, with considerable skill and originality.

*She Stoops to Conquer* was next used, and following this *The Deserted Village*.

From Goldsmith's drama and poetry, it was an easy step to *As You Like It*, and *The Twelfth Night*. These were studied for plot and character development.

The last work of the year was the study of business letters, to which three weeks were given. More advanced problems than those of the second year were assigned and a higher degree of excellence demanded.

At the beginning of the fourth year, a brief review of the forms of composition was made again. Burke's Conciliation with America was the first textbook studied. This was used as a model for argumentation and debates.

Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, were then studied for literary appreciation. The students made some very creditable sonnets at the end of this study.

This was followed by Carlyle's Essay on Burns, which was studied for both form and content.

After Carlyle, Silas Marner was read very briefly and more especially for character study.

Following this a careful study was made of Macbeth and Hamlet for plot, character development, and the problem of life involved in each.

Selections from Emerson and Charles Lamb fitted in especially well after these problem studies.

At the close of the year three weeks were devoted to the final study of business letters.

Throughout the third and fourth years, Halleck's History of English Literature was used for the study of each period touched upon. Constant reports were required upon correlated subjects whenever it was possible. Much information, as well as power to handle subject matter in good form and clear, forceful language, was gained.

#### BIOLOGY.

The class in biology, which last year numbered only 17, was this year increased to over 80, and was divided into three rather large and unwieldy sections. Owing to the limited funds for the purchase of supplies, the laboratory at the beginning of the year was very poorly equipped, but within the first semester it was possible to purchase cheap dissecting microscopes and dissecting instruments enough to supply the class. By utilizing the very excellent projection microscope belonging to the school and by drawing upon the instructor's collection of lantern slides, microscopic slides, and specimens, it was possible to do satisfactory laboratory work. The time devoted to biology was two double periods and one single period per week. The course was similar, so far as laboratory work was concerned, to the course followed in the other high schools of the city. It consisted of the careful study of about 20 animal and plant types representing the phyla and important classes of the animal and vegetable kingdoms. These types were dissected, drawn, and described by each pupil and compared with as many allied forms as possible. Frequent use of the projection apparatus to show microscopic structures and ordinary lantern slides served to give breadth to the instruction. Throughout the work the peculiar needs of the pupils of the



Business High School were kept in mind and the effort was made to secure a broad and comprehensive knowledge of living forms rather than a detailed knowledge of the minute structures of a few types.

The recitation work followed the laboratory as closely as possible. A portion of each double period was usually taken for a quiz, and the single period of each week was regularly set aside for a recitation on some assigned topic or reports by members of the class on assigned topics. Throughout the recitations an effort was made to show the economic relations existing between man and plants and the lower animals. Toward the end of the year the subject of forestry was taken up at some length, and the publications of the Department of Agriculture on the relations of wild birds and mammals to agriculture, the relation of insects to disease, etc., were used as textbooks.

All the classes had considerable out-of-door work in the form of excursions to suitable localities with the definite purpose of examining in the field some group of plants or animals. Owing to the size of the sections, these field trips have not been productive of all the results desired, but they have at least been the means of awakening a healthy interest in biology in the pupils.

Next year a suitable textbook will be adopted, and with the additional apparatus already ordered, the work in biology can be done better and more systematically. It is hoped that the subject will commend itself, as it should, to the pupils of the school as a valuable asset to any young person, and especially to one whose first activities will probably be exercised in such a scientific center as Washington.

#### PHYSICS.

One full-year course is offered in physics. The fundamental points of the subject, except sound, were covered. Although problems in every branch of the subject have been worked, less attention has been paid to such solutions than is given in the second year of the schools in which the subject is studied during two years.

An attempt was made to apply the science to the observation of some common things: The path of a thrown ball, the velocity of a thrown ball, the time required to get up speed of a street car, etc.

Visits were made to a large dairy, a laundry plant, a pumping station, the Weather Bureau, etc. These visits were profitable in arousing interest in business practice and the application of physics to business methods. After each visit, an oral recitation and discussion upon the visit was held to emphasize the more prominent principles.

#### ALGEBRA AND GEOMETRY.

During the year 1908-9, there was one algebra class consisting of 16 members, and one geometry class consisting of 10 members. The

results in both classes were satisfactory and showed, in the algebra class especially, a maturity of reasoning powers due to the two years' previous high school training. The course in algebra covered the work in Wentworth's School Algebra through the subject of simple quadratic equations, with exception of the subjects of variation, imaginaries, and the intricate and involved operations with radical expressions. So far as possible emphasis was laid upon the practical side of the subject and the old-style book problems eliminated. From the spring holidays to the end of the term involutional geometry was substituted in place of algebra. This work was mainly constructive and inductive, emphasizing some of the fundamental principles of geometry, and applying them to the solution of practical problems.

The plane geometry was based upon Wentworth's Revised Plane and Solid Geometry textbook, and covered work through plane geometry. In this study, while its practical value was not lost sight of, an effort was made to develop good logical reasoning powers in order to give the subject its true educational value.

#### BUSINESS ORGANIZATION.

The course in business organization has a fourfold object:

(1) To acquaint the pupils with a knowledge of type-business institutions, their organization and management.

(2) To study questions of money and finance in their relation to business enterprise and organizations.

(3) To bring to the subject of organization the essential principles of accounting, and to make a study of departmental organization from the accounting standpoint.

(4) To make a study of the principles of statistics in order (1) to give the pupil an understanding of how material should be collected, tabulated, and presented; (2) to bring out the importance of proper statistical information as a basis for the organization of a definite business enterprise.

The question of what to accept and what to reject was carefully considered; and the pupil was given an opportunity to make the proper generalization from his study. In this connection statistics which influence the organization of particular enterprises were studied and their effects noted. Government reports and census bulletins were found to be of especial value in this part of the work.

#### GENERAL PLAN.

Ten weeks of the course were given to a detailed study and discussion of the textbook, Sparling's Business Organization; five weeks to accounting in its relation to business organization with emphasis placed upon the relation of the two; five weeks to statistics as they relate to business organization. The remaining ten weeks were

given to a general study of the text, Sparling's *Business Organization*, with a number of special reports in amplification and elaboration of each chapter. Throughout the term emphasis was placed upon special reports by pupils; and during the year each pupil was held responsible for at least two special reports on the organization of some typical business institution.

Some of the businesses studied were:

- (1) Douglas Shoe Co.
- (2) Woolworth 5 and 10 cent stores.
- (3) Corby Bros. Baking Co.
- (4) Government Printing Office.
- (5) Armour & Co.
- (6) Local commission house.
- (7) Local banking institutions.
- (8) Study of commercial education in District of Columbia.
- (9) Wholesale grocery business.
- (10) Organization of District of Columbia public schools.

#### AUDITING.

The course in auditing and accounting, given to the fifth and sixth semester sections, was materially handicapped by the lack of a textbook. It is difficult to secure a book which is satisfactory in regard to context, treatment, and price. Instruction was carried on by class development, lecture talks, reports by pupils on assigned topics, and clippings from magazines and other publications with mimeographed summaries by pupils or teacher. The pupils had notebooks for outlining important subjects, entering special forms and recording significant facts. They also filed for reference the mimeographed copies of the various reports by the different class members. The teacher had available for pupils' reference, the *Business Encyclopedia*, and textbooks on accounting and auditing by Keister, Rayhill, Day, Dicksee, Cole, Rollins, and Grierson. The work in finance was based upon Dr. F. A. Cleveland's *Funds and Their Uses*, which is the authorized textbook.

The first semester was devoted to the subject of accounting. The work involved a study of the history of bookkeeping and accounting and a review of the principles of bookkeeping, in order to establish a sound basis for the newer development in accounting. A classification was made of the various books or records; and these were studied from the accountant's point of view. Accounts were then given a theoretical and practical treatment. A study was made of balance sheets, income sheets, and statements. Combinations of capital were discussed and classified. A study of partnership and corporate organization followed. The remainder of the semester was given to

the subjects of capitalization, bank accounting, trust accounting, and cost accounting.

The first month of the second semester was given to auditing. In this connection the qualities and duties of the auditor were defined and the scope and nature of auditing made clear. The remainder of the semester was given to the subject of finance, the development being along the line of the authorized textbook. A study was made of business as related to property, exchange, law, and funds. The subject of funds was then given detailed treatment. In the study of the institutions and agents employed in financial operations a special consideration was given to the United States Treasury, savings banks, building loan associations, commercial banks, trust companies, clearing houses, and insurance companies.

#### COMMERCIAL GEOGRAPHY, HISTORY, AND ECONOMICS.

Several years ago the department of commercial geography, history, and economics was planned to cover four years, but there was no fourth-year class in the school until during the last year. Hence for the first time in the history of the department it is now possible to report on the work of each of the four years. This can be done all the more conveniently since each year is a unit in itself while at the same time linked to those before and after it. The four subjects are each required, in the respective years, of all the pupils of the school. Beginning with the first year, as indicated below, the subjects are aimed to show in ascending scale man's activities as affected by natural conditions.

#### PHYSICAL GEOGRAPHY.

As the basis of our life and industries, our physical environment is studied for one year (three hours weekly). The varied features of the earth's surface are explained as due to the action of internal forces, such as heat and pressure, and external agencies, such as winds, waves, rain, and gravity. Through the working of all these elements the face of the planet has been carved into mountains, hills, plains, and valleys. Nearly half the time is devoted to climate and its influence upon plants, animals, and human beings. Out of the interplay of all these material factors have arisen the diversities of man's development. Outline maps, diagrams, modeling clay, black-board globes, mineral specimens, were all used in illustrating these principles. There were some field excursions also with selected representatives of the class. It seems feasible to extend this last method in the next year by a careful choice of pupils.

## COMMERCIAL GEOGRAPHY.

Building on the above foundations, commercial geography takes up one year (three hours weekly). Trade is shown to be primarily dependent on climate and resources of nature. The various steps in the production of the great commodities are traced from the raw materials through the various manufacturing processes to its final consumption. The original home, the centers for the finished form, the shipping routes, are all indicated on skeleton maps. Largely through the help of public documents, the statistics are brought down to date. Interest is quickened and emphasized by the use of hundreds of pictures culled from discarded books, magazines, and newspapers and mounted on large sheets of cardboard. Special reports were also had on topics in pamphlets, periodicals, or other sources. Unusual effort was devoted to arranging material already in hand as the nucleus of a museum of products. Through the instrumentality of the Galt prize two good exhibits are now in place, one on sugar, the other on woods. Cotton and some of the cereals are in fair shape. It is very pleasant to note that several of the pupils donated specimens, a commendable generosity which is still more gratifying as an evidence of the habit of observation.

## COMMERCIAL HISTORY.

The conclusions drawn from the study of commerce now were applied to the past, in the year given to commercial history (three hours weekly), and it was found that this perspective was very helpful in clearer understanding of the intricacies of the present. No one fully grasps to-day until he compares it with yesterday. The chief nations of ancient times, those of the medieval and early modern periods, were studied from the standpoint of the inevitable relation between their environment and their development. Not only their industries, but their art, their religion, their wars, and other notable events—in a word, their civilization—were all, sometimes directly and again indirectly, the outgrowth of geographical foundations. As far as time allowed for wider range, the main current of general history was followed by means of individual reports on assigned questions, mostly biographical, as more interesting to students of this age. This method gives first-class training in selecting and stating salient points, but, unfortunately, very few of the thousands of volumes in our large libraries are suitable for pupils of this age of maturity. There are enough, however, to render the subject more valuable if we had them in school.

## ECONOMICS.

As the culmination of the course, economics, in a broad sense, is intended as an extension and elaboration of the principles previously elucidated. Owing to the exigencies of the whole curriculum only two hours weekly could be obtained for it, but even with this drawback the work was very satisfactory. The elements of economics with the portion of civics and sociology more nearly associated with it were taught by brief lectures, by frequent discussion in school, by constant reports on assigned portions of comprehensive treatises and learned researches. Value, land, labor, capital, money, and other fundamental conceptions of economics were elaborated sufficiently to serve as the substructure for the subsequent developments in the other two branches. In civics, government was treated through its connection with finance, with money, and thence with value and other of the teachings of economics.

Resting on the deductions from economics and civics, some of the more prominent problems of sociology were investigated, such as marriage, women in industry, child labor, labor unions, tariff, protection, congressional government, and cognate matters.

This fourth-year work was entirely pioneer, as nothing of the sort was discovered in secondary schools, even after a wide correspondence. Also, a long search failed to find even an apology of a textbook adapted to the needs of the three fields. Next year a short syllabus in economics can be profitably used. Such a one came to light, but too late in the season for adoption.

In conclusion, this survey of the actual operation of the four-year course of the department, now possible for the first time, is very gratifying as an indorsement of the judgment and wisdom of the authorities in establishing it. It is, further, a very encouraging outlook for the future. In the light of what has been accomplished in these tentative three years, the first, third, and fourth, better results can be confidently expected with added experience.

Very respectfully,

ALLAN DAVIS, *Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## BUSINESS HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1908-9.

Year.	Four-year course.		Two-year course.		Total.
	Boys.	Girls.	Boys.	Girls.	
First.....	61	60	168	371	600
Second.....	37	48	111	189	385
Third.....	16	6	.....	.....	22
Fourth.....	4	5	.....	.....	9
Total.....	118	119	279	560	1,076
Withdrawals.....	.....	.....	.....	.....	333
Total at close of the year.....	.....	.....	.....	.....	743
Graduates.....	4	5	46	82	137

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	881	867	98.5
October.....	894	868	96.9
November.....	884	843	95.0
December.....	869	819	94.1
January.....	842	797	94.6
February.....	919	875	95.3
March.....	872	811	95.1
April.....	848	788	92.8
May.....	809	759	93.8
June.....	751	709	94.3
Total.....	886	808	94.8

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314	.....	.....	.....	.....
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	380	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0
1906-7.....	33	680	823	53	89	142	15.6
1907-8.....	37	734	891	42	87	129	15.7
1908-9.....	41	806	1,076	50	87	137	15.6

## SUMMARY OF HIGH-SCHOOL STATISTICS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.*

Year.	1903-4					1904-5					1905-6				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	375	136	111	508	1,130	394	189	132	441	1,156	408	215	122	479	1,224
Second year.....	219	86	81	205	591	275	80	71	242	668	335	145	94	296	800
Third year.....	150	68	69	.....	287	171	78	52	.....	301	205	48	52	.....	305
Fourth year.....	118	53	53	.....	224	129	45	53	.....	227	124	55	45	.....	224
Total.....	862	343	314	713	2,232	969	392	308	683	2,352	1,072	463	313	705	2,553
Graduates:															
Second year.....	.....	.....	.....	148	148	.....	.....	.....	165	165	.....	.....	.....	157	157
Fourth year....	95	48	44	.....	187	104	36	48	.....	188	124	51	36	.....	211

Year.	1906-7					1907-8					1908-9				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	422	214	167	594	1,397	348	201	137	579	1,265	403	228	121	660	1,412
Second year.....	237	155	78	229	699	340	183	127	302	952	318	177	109	385	989
Third year.....	205	79	53	.....	337	262	109	71	10	452	270	127	111	22	530
Fourth year.....	144	50	37	.....	231	172	68	53	.....	293	177	82	64	9	332
Total.....	1,108	498	335	823	2,764	1,122	561	388	891	2,962	1,168	614	405	1,076	3,263
Graduates:															
Second year.....	.....	.....	.....	142	142	.....	.....	.....	129	129	.....	.....	.....	128	128
Fourth year....	142	41	35	.....	218	172	61	48	.....	281	177	66	56	9	308

## ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—*Showing enrollment in all white academic high schools by classes, and the number of graduates, Central, to 1889-90, inclusive; all together thereafter.<sup>1</sup>*

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	<sup>2</sup> 207	.....	.....
1888-89.....	586	405	262	.....	1,253	<sup>2</sup> 222	.....	.....
1889-90.....	712	438	272	.....	1,422	<sup>2</sup> 289	.....	.....
1890-91.....	718	358	267	.....	1,343	<sup>2</sup> 205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	<sup>3</sup> 43	1,410	249	33	.....
1893-94.....	672	431	328	84	1,515	255	51	.....
1894-95.....	759	488	303	<sup>4</sup> 168	1,688	176	90	.....
1895-96.....	736	480	324	215	1,758	3	107	37
1896-97.....	682	465	324	228	1,696	.....	170	32
1897-98.....	807	431	324	257	1,790	.....	172	43
1898-99.....	913	538	282	257	1,990	.....	201	50
1899-1900.....	865	583	357	261	2,022	.....	.....	.....
1900-1901.....	700	511	338	239	1,810	.....	198	.....
1901-2.....	594	419	306	230	<sup>5</sup> 1,558	.....	199	.....
1902-3.....	512	377	293	224	1,412	.....	188	.....
1903-4.....	622	386	287	224	1,519	.....	187	.....
1904-5.....	715	426	301	227	1,669	.....	188	.....
1905-6.....	745	574	305	224	1,848	.....	211	.....
1906-7.....	803	470	337	231	1,941	.....	218	.....
1907-8.....	686	650	442	293	2,071	.....	281	.....
1908-9.....	323	508	604	752	2,187	.....	299	.....

<sup>1</sup> Branch schools established September, 1890.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.<sup>5</sup> Technical school separated.



TABLE VI.—Showing enrollment in *Business High School* by classes and the number of graduates from 1890 to 1909.

Year.	Class.					Graduates.
	First year.	Second year.	Third year.	Fourth year.	Total.	
1890-91.....	308				308	
1891-2.....	281	84			365	35
1892-93.....	303	85			388	50
1893-94.....	344	132			476	60
1894-95.....	324	155			479	40
1895-96.....	372	145			517	71
1896-97.....	376	140			516	74
1897-98.....	390	169			559	89
1898-99.....	416	171			587	101
1899-1900.....	414	226			640	97
1900-1901.....	564	181			745	108
1901-2.....	469	234			703	156
1902-3.....	483	207			690	139
1903-4.....	508	205			713	148
1904-5.....	441	242			683	165
1905-6.....	479	226			705	157
1906-7.....	594	229			823	142
1907-8.....	579	302	10		891	129
1908-9.....	660	385	22	9	1,076	139

## WHITE ACADEMIC HIGH SCHOOL.

TABLE VII.—Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.<sup>1</sup>

Year.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890.....	519	405	272		289		
1891.....	586	438	267		205		
1892.....	712	358	282		206		
1893.....				43			
1893.....	718	436	291			33	
1894.....				84	249		
1894.....	703	439	328			51	
1895.....				138	255		
1895.....	637	431	303			90	
1896.....				168	176		
1897.....	672	488	324	215		107	37
1898.....	759	480	324	228		170	32
1899.....	736	465	324	257		172	43
1900.....	682	431	282	217		201	50
1901-2.....	594	419	306	239			
1902-3.....	512	377	293	230		199	
1903-4.....	622	386	287	224		188	
1904-5.....	715	426	301	227		187	
1905-6.....	745	574	305	224		188	
1906-7.....	803	470	337	231		211	
1907-8.....	686	650	442	293		218	
						281	

<sup>1</sup> Branch schools established September, 1899.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.

TABLE VIII.—*Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.*<sup>1</sup>

Year.	Per cent of the immediate preceding class reaching class designated.					Per cent of original first-year class reaching class designated.				
	Second year.	Third year.	Fourth year.	Graduates.		Second year.	Third year.	Fourth year.	Graduates.	
				Third year.	Fourth year.				Third year.	Fourth year.
1890										
1891										
1892	50.28	78.77		73.03		50.28	39.61		28.93	
1893			15.25		76.74			6.04		4.63
1893	60.72	66.74		85.57		60.72	40.53		34.68	
1894			28.87		60.71			11.70		7.10
1894	62.44	74.71		77.74		62.44	46.66		36.27	
1895			42.07		65.21			19.63		12.80
1895	67.66	70.30		58.08		67.66	47.57		27.63	
1896			55.44		63.69			26.37		16.80
1897	72.62	66.40	66.36		79.07	72.62	48.21	32.00	25.30	25.30
1898	43.24	67.50	70.37		75.44	63.24	42.69	30.04	22.66	5.66
1899	63.18	69.68	79.32		78.21	63.18	44.02	34.92	27.31	6.80
1900	63.20	65.43	76.95			63.20	41.35	31.82		

<sup>1</sup> Branch schools established September, 1890.

## BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduating year.	Class enrollment.					Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Third year.	Second year.	Graduates.		Second year.	Fourth year.	Second year.	Fourth year.
				Fourth year.	Second year.				
1892	308		84		35	27		42	27
1893	281		85		50	30		59	30
1894	303		132		60	44		45	44
1895	344		155		40	45		26	45
1896	324		145		71	45		49	45
1897	372		140		74	38		53	38
1898	376		169		89	45		53	45
1899	390		171		101	44		59	44
1900	416		226		97	54		43	54
1901	464		181		108	32		60	32
1902	469		234		156	50		67	50
1903	483		207		139	44		67	44
1904	508		205		148	42		72	42
1905	441		242		165	48		68	48
1906	479		226		157	51		70	51
1907	594		229		142	48		62	48
1908	579	10	302		129	51		43	51
1909	660	22	385	9	128	66	90	66	90

## REPORT OF PRINCIPAL OF M STREET HIGH SCHOOL.

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SIR: I have the honor to herewith submit my third annual report as principal of the M Street High School:

### OPENING AND ORGANIZATION.

The M Street High School for the session 1908-9 opened September 24 with 3 heads of departments, 28 teachers who were employed exclusively in this school, and 3 teachers who spent two days each week in the work of the school. One additional teacher was added to the corps.

The teachers were distributed as follows in the several departments of the school:

#### Department of English and history:

English.....	7
History.....	3

#### Department of languages:

French.....	2
German.....	3
Greek.....	1
Latin.....	7

#### Department of mathematics.....

7

#### Department of science:

Biology.....	2
Chemistry.....	3

### SUBJECTS.

Biology, elective in the second, third and fourth years was pursued by 181 pupils. This subject occurs five times each week.

Chemistry is elective and was pursued by 218 pupils five times a week.

English for four years is prescribed. In the first year 292 pupils pursued the subject; in the second, 186; in the third, 112; in the fourth, 112. This subject occurs five times a week in the first year, four times in the other years of the course.

French is elective in the second, third, and fourth years, and was pursued by 139 pupils five times a week.

German is prescribed in the modern languages and elective in the other courses. This subject was pursued by 151 pupils five times a week.

Greek is elective in the classical course and was pursued by 14 pupils in the second year; 6 in the third; 13 in the fourth. This subject occurs five times a week.

History is elective in all courses except the history course. In the first year 137 pupils elected this subject; in the second year, 29; in the fourth year, 64. This subject occurs four times a week.

Latin is prescribed in the classical course and elective in the other courses. Two hundred pupils pursued this subject in the first year; 117 in the second year; 83 in the third; 13 in the fourth. This subject occurs five times a week.

Mathematics is prescribed for the first and second years, elective for the third and fourth. In the first year 220 pupils pursued this subject; in the second, 219; in the third, 22; in the fourth, 32. This subject occurs four times a week in the first, third, and fourth years and four times a week in the second year.

Physical geography is prescribed for first-year pupils of the scientific course. One hundred and seven pupils pursued this subject four times a week.

Physics is elective for the second, third, and fourth years and was pursued by 48 pupils.

Detailed reports on the work of the subjects in the different departments will be furnished by the heads of departments.

The work in drawing, under two instructors, has progressed satisfactorily in spite of the crowded conditions that exist.

Twenty-five regular classes, numbering 602 pupils, have received instruction one hour per week under a course of study that embraces a limited study of art history, freehand drawing, painting, applied design, and mechanical drawing.

The pupils show great interest in all branches of the work and give evidence of what might be accomplished with better facilities.

Music for all pupils consists of choral work one period a week. One teacher is employed two days each week.

#### PHYSICAL TRAINING.

The general aim of physical training in this school is the fullest development of the physique, the strengthening of vital powers, the control of muscular movements, and the health of the individual as far as possible under working conditions.

All pupils are given a course in light apparatus work and hygienic exercises throughout the four years. For the normal, vigorous boy football and basket-ball training and trackwork are encouraged and well supported. The girls engage in basket ball playing and light games. Special corrective work is assigned to pupils physically unable to participate in the more vigorous exercise and games. After school

hours training for the various atheletic teams takes place. A physical examination is made of all students.

The school is badly hampered in working out its physical-training ideals by lack of proper facilities. The basement used as a gymnasium can not be properly ventilated, nor can much atheletic work be done, on account of the low ceiling. By reason of the small size of the school grounds, practice for athletic contests must be held in the street or on vacant lots which are quite a distance from the school. In this department 3 teachers were employed.

#### GRADUATES.

The graduating class for the year 1908-9 contains 93 members (25 males, 68 females). Of this number 68 pupils expect to enter Normal School No. 2 (6 of this number taking the kindergarten course); 18 expect to enter college, 5 expect to enter professional schools, 1 expects to enter business, 1 training school for nurses.

#### SUPERVISION.

Since the establishment of departments in the high school educational supervision has been placed largely on the heads of departments. For educational purposes I have made during the year 398 visits to classrooms. Nearly every teacher has shown improvement in his work, increased interest for the welfare of the school, and cheerful cooperation with the principal.

#### PROMOTION.

In many secondary schools pupils who fail in two or more of the prescribed major subjects have to repeat the year in which they have failed. This was the rule in this school until the session 1906-7 when a new plan of promotion was inaugurated. The new plan calls for a complete revolution in program making. Under the old scheme pupils were promoted by years; under the new by subjects. Under the old, pupils were not always given credit for the work they had accomplished, often having to repeat one or two subjects because they had failed in three or two, respectively; under the new every pupil is accredited with the work he has done whether it be in one subject (major or minor) for one year or half a year. By this system of promotion every pupil is found working in accordance with his power of doing work. This method makes it possible for a pupil who may have failed during the first years in this school to complete the course in four years, if in later years he shows himself capable.

Satisfactory work in 16 major subjects is the minimum requirement for graduation. These subjects may be completed in less time than four years by pupils who have the power and inclination to do the work.

## DISCIPLINE.

There has been improvement in discipline, as along other lines in the school. It becomes more and more evident that good educational discipline centers almost wholly upon the personality of the teacher. The successful teacher must necessarily be one of strong personality. Those who lack this personal force are the ones who have most difficulty in the matter of discipline, and, consequently, fall short along other educational lines. We have only a few teachers employed in this school who are not good disciplinarians, but, I am glad to say that in almost every case these teachers are eager to accept and carry out advice given them to overcome such defects as they show along this line.

Pupils are taught to do right for the sake of right itself, rather than through fear of some punishment. Their own sense of justice is awakened. This method of discipline is marked in the pupils when the restraining force is removed and they are thrown on their own responsibility.

## PARENTS AND GUARDIANS.

One general meeting of parents and guardians was held in the early part of the session in the assembly hall of the school. Short addresses were made by those present on the reciprocal relations that ought to exist between parent and teacher. Every Wednesday during the school year individual conferences between parent and teacher have been held. The importance of these conferences in the work of the school can not be given too high a place in school administration. They serve to keep the parents in touch with the general progress of pupils in whom they are interested.

The highest enrollment for the first semester was in September, distributed as follows:

	Classical.			History.			Modern languages.			Scientific.			Total.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
First year.....	36	89	125	7	7	14	1	26	27	7	56	63	197
Second year.....	27	77	104	1	27	28	26	26	52	70	70	92	250
Third year.....	7	2	9	2	2	4	2	2	4	28	70	98	109
Fourth year.....	11	2	13	25	25	50	2	2	4	15	45	60	100
Total.....	81	170	251	3	59	62	3	27	30	72	241	313	656
Withdrawals.....	2	11	13	1	12	13	3	14	17	3	1	14	56
Total at close of first semester.....	79	159	238	2	47	49	.....	13	13	69	240	299	600

Two pupils left on account of irregular attendance, 15 on account of sickness, 16 in order to work, 2 changed residences, 10 for other causes.

## Second semester, highest enrollment:

	Classical.			History.			Modern languages.			Scientific.			Total.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
First year.....	57	92	149	34	79	113	5	13	18	1	2	3	283
Second year.....	24	64	88	24	67	91	10	10	20	.....	3	3	202
Third year.....	6	2	8	26	63	89	3	1	4	.....	.....	.....	101
Fourth year.....	11	2	13	15	45	60	.....	22	.....	1	5	6	101
Total.....	98	160	258	99	254	353	18	46	64	2	10	12	687

Two pupils left on account of inability to do the work, 3 died, 4 left the city, 10 to go to work, 10 on account of sickness, 14 for other causes.

## PUPIL ORGANIZATIONS.

## COUNCIL.

The council is a body of pupils representing the different sections in the school, organized for the purpose of teaching self-government and assisting in some particular work allotted them by the principal and teachers.

## CADETS.

Two cadet companies with about 50 boys each have been organized and drilled in this school during the year under officers selected from among the boys based upon scholarship, deportment, and military efficiency. It would be an excellent plan if all boys of the school could be brought into the companies, but on account of poverty in many cases the boys are unable to provide themselves with uniforms. Besides the physical training the boys get from being members of the company, the uniforms serve the purpose of teaching pride and neatness.

## GIRLS' GLEE CLUB.

A glee club for girls under the direction of Miss Mary Europe has kept alive the interest in music. It is hoped that in another year enough boys can be found who may have the time to give for the organization and successful operation of a boys' glee club.

## ATHLETIC ASSOCIATION.

An athletic association for the boys of this school was organized during the year and has been very successful in stimulating athletic activity among the pupils. The association is managed by its own officers under faculty supervision. Football, basket-ball, track and field games have been successfully engaged in during the year. These

games have contributed immeasurably toward building up and fostering a proper school spirit.

The football eleven played one game with the Storer College eleven, Harpers Ferry, and two games with the Baltimore High School eleven, Baltimore, Md. All other athletic contests were held in the city of Washington.

#### CROWDED CONDITION.

There are 31 regular teachers and 3 others employed in this school with only 21 recitation rooms and laboratories, and the teachers are handicapped in not having each a room. Recitations are held in the laboratories, to the detriment of the work of classes both for recitation and laboratory purposes. At times two classes have to be held in the same room at the same time. For nearly the whole year past, on Mondays and Tuesdays, pupils have been forced to spend their hours of study in the assembly hall, where at the same time exercise in choral singing was being carried on.

The work of the school is seriously crippled for lack of room, furniture, and necessary equipment; almost 700 pupils are in a school building with a capacity for 400.

#### RECOMMENDATION.

The construction of a new modern building capable of accommodating 1,000 pupils is a necessity for the proper conduct of the work.

Very respectfully,

W. T. S. JACKSON, *Principal.*

#### M STREET HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1908-9.

Year.	Classical.			Scientific.			History.			Modern languages.			Total.			From last year.	Admissions.	To college.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
First year.....	57	92	149	38	80	118	12	13	25	1	2	3	108	187	295	.....	.....	.....
Second year.....	24	64	88	24	70	94	10	10	20	.....	3	3	58	147	205	.....	.....	.....
Third year.....	10	6	16	26	63	89	3	1	4	.....	.....	.....	39	70	109	.....	.....	.....
Fourth year.....	11	10	21	15	45	60	.....	22	22	1	5	6	27	82	109	.....	.....	.....
Total.....	102	172	274	103	258	361	25	46	71	2	10	12	232	486	718	442	276	.....
Withdrawals.....	25	30	55	11	32	43	14	13	27	.....	10	10	50	85	135	.....	.....	.....
Total at close of year.....	77	142	219	92	226	318	11	33	44	2	.....	2	182	401	583	.....	.....	.....
Graduates.....	18	25	43	5	30	35	2	10	12	.....	2	2	.....	1	25	68	.....	93



TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	632.0	614.2	97.1
October.....	646.2	623.6	96.4
November.....	629.1	604.6	96.1
December.....	612.5	574.5	93.8
January.....	607.0	579.8	95.5
February.....	647.6	614.2	94.8
March.....	627.3	583.3	92.9
April.....	610.4	570.6	93.4
May.....	606.8	571.9	94.1
June.....	594.2	564.5	95.0
Total.....	621.0	589.0	94.9

## REPORT OF PRINCIPAL OF M'KINLEY MANUAL TRAINING SCHOOL.

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SIR: In submitting this report I wish first to call attention to the rapid growth of the school. The number of pupils on our rolls March 1, 1907, was 531. The number March 1, 1908, was 639. The number March 1, 1909, was 790. This shows an increase of 48.8 per cent in two years.

While there has been this rapid growth of the school, there has been also a marked increase in facilities for our work. The completion of the first extension of our building last September, with its several classrooms, free-hand drawing-rooms, laboratories, shops, and assembly hall marked an epoch in the development of the school. This made it possible to bring into our building the physics and drawing work formerly done in rented buildings on O Street. It enabled us to accommodate a much larger percentage of our academic and scientific work in the main building, though it was still necessary to retain rented buildings on Seventh Street and the three classrooms in Central High School, in order to accommodate our classes. It has also been possible this year, for the first time in the school's history, to bring the entire school together in an assembly hall of its own. This has been of immense value in unifying the school and in developing a wholesome school atmosphere. It is only to be regretted that already we have more students than the hall will seat. It will be necessary in the future to assemble the pupils in two sections.

The second extension of the school, which is just nearing completion, will make it possible for us to bring into our own building that part of the domestic-science work which has been done for several years in rented quarters on O Street, and the art-metal work, which has also been carried on in rented rooms, the past year at 1622 Seventh Street. We shall also be able to give up the Central High School rooms used by this school for two years. On the other hand, we shall still find it necessary to continue using the rented buildings at 1622 and 1626 Seventh Street for our academic classes.

However, it is a matter of great satisfaction that we can now look forward to a date not far distant when all of our work will be in our own building. The appropriations recently made by Congress for the purchase of ground and further extension of this building make this possible. The work should be hastened as much as

possible, with, of course, due regard for economy and good workmanship. It seems to me that the proposed extension should include a school lunch room, a gymnasium, and a swimming pool, as well as additional classrooms and enlargement of our heating plant.

While our facilities for work have been increased greatly by the enlargement of our building and the consequent addition of equipment, it should be noted that the building operations and the installation of machinery and other equipment, with the delays incident to such work, have interfered considerably with the work of the school during the year. For example, the new wood shop was not fully equipped ready for operation till several weeks after school opened; alterations in the forge shop, resulting in increasing its capacity 50 per cent, were not completed till the school year was half gone; equipment for the machine shop kept coming in for more than half the year; the physics department and the free-hand drawing departments were handicapped in a similar manner; the noise and general disturbances incident to building operations, with some necessary alterations in the portion of the building in use, also interfered with school work. There were, moreover, questions concerning the order for this equipment, or the placing of that equipment, or concerning details of arrangement in this or that room in the portion of the building in process of construction, which daily called the attention of the principal away from the regular duties of such an officer. In view of the difficulties under which our work has been carried on, I feel that the school is to be congratulated on the quality of work secured from the pupils. It has been possible only because of cooperation and self-sacrifice on the part of teachers and fine disposition and school loyalty on the part of the pupils.

Another serious handicap in the work of the past year has been the lack of proper supervision in most of the departments of the school. Most teachers have done good work, as individuals, but the work of their departments has lacked unity. Classes pursuing the same subject have not considered the same topics or covered the same ground. Some teachers, particularly new ones, have failed to distinguish between the relatively important and the relatively unimportant topics in their subject. What was lacking was supervision by the head of the department, and frequent meetings of the teachers in the department for discussion of their common work. Especially does the new teacher need this, and the McKinley School has added many new teachers in the past two years. The trouble is not lack of attention to their work by the heads of departments so much as a bad system which makes a head of department who teaches part time in one school responsible for the work of his department in all the high schools. This condition is made still worse by

assigning heads of two of the most important departments—mathematics and English—to the duties of examining all candidates for teaching positions in the school system. These heads have not time to supervise the work of their departments in the different high schools. Moreover, none of the heads of departments can have the same knowledge of the work done or the same understanding of conditions in the other four schools in which he does not teach as in the one where he does teach. Again, the aims of the English, mathematics, physics, chemistry, etc., taught in the McKinley Manual Training School or the Business High School should be different from the aims in teaching the same subjects in the other high schools. The effect of the present system of heads of departments, if it were fully carried out, would be to unify the English work, the mathematics, etc., in all the schools, but to prevent the proper unification of the English, mathematics, physics, chemistry, shopwork, drawing, etc., of the McKinley School. It is far more important that work of the individual school shall be unified, particularly if the school has a distinctly different aim from the others, than that the same mathematics or English work should be done in all of the schools. I may add that the present system tends to general confusion as to duties and responsibilities of teachers to heads of departments and to principals, on the one hand, and to authority of principals and of heads of departments over the teachers on the other hand. There are 11 heads of departments and supervisors of special subjects who are supposed to direct the work of the different departments of this school. Only 1 of these 11 does any teaching in the school, and he must look after the physics work of four other high schools, all of which have different aims from this one. It is impossible for these people to properly supervise the work of the school. It is absurd that the principal should be expected to deal with his teachers through them. The solution of the difficulty lies in providing heads of departments in each of the several high schools and making these heads directly responsible to their respective principals.

A further difficulty encountered this year was poor preparation of the pupils promoted from the eighth grade in February. Almost half of these were unprepared to do high-school work, though most of them had spent a year and a half or more in the eighth grade. As this has been made the subject of a special report, I need not dwell upon it further here, except to say that if this occurs again, I shall ask the privilege of sending back to the grades a large number for further preparation.

One of the most important lines of possible development for the McKinley School is night-school work. It is most unfortunate that with such a splendid equipment for teaching industrial subjects, no provision has yet been made for night instruction in this building. Such a school should offer courses in carpentering and cabinetmaking,

wood turning and pattern making, forging, machine-shop practice, applied electricity, mechanical drawing, including topographical and architectural drawing, and also machine design, freehand drawing and design, with applications to various kinds of materials, cooking, dressmaking, ladies' tailoring, millinery, etc. There should also be classes in English, mathematics, physics, and chemistry, the work in these subjects bearing directly on the industrial subjects, and taking its cue from them. The above list includes only subjects which the school could offer with its present equipment and teaching force. Other industrial subjects should be added later. Such a night school would meet the needs of a large number of young men in Washington, who would like to perfect themselves in the work upon which they are engaged during the day, or who would like to prepare for better positions in other lines of industrial activity. It would afford an opportunity for young women no longer in day school to learn dressmaking or millinery as a trade, or to learn these things and other equally valuable subjects for use in their own homes. It would also provide for the needs of a large number of adults, many of them former students of the McKinley School, who are interested in the arts-and-crafts movement, but have at present no opportunity to develop or gratify this interest. It is a legitimate and important function of a public-school system to meet all of these needs. Since there are no funds to start the work of such a night school as this next year, I respectfully recommend that the board of education include in its estimates for the following year a separate item for night-school work of an industrial character.

There are on file in the office of this school reports from the different departments on the work of the past year. It does not seem desirable to incorporate them in this report, because to do this would make it excessively long. I might say, however, that they show (1) a keen appreciation of the improved facilities of the school, (2) that excellent work has been done, notwithstanding the difficulties enumerated earlier in this report, and (3) that the teachers are anxious to make this, as it should be, the best school of its kind in the United States.

The same spirit prevails among the students. The honor of the school has been striven for most loyally and successfully during the year in the regular work of the classroom, in athletics, in the school orchestra, in debates, in dramatics, in the cadet companies, and in the school paper, the *Hand and Mind*.

Taken as a whole, the year has been one of marked progress, and at the same time, one in which momentum has been acquired for greater progress in the future.

Very respectfully,

Mr. A. T. STUART,  
*Superintendent of Schools.*

GEO. E. MYERS,  
*Principal.*

## REPORT OF PRINCIPAL OF ARMSTRONG MANUAL TRAINING SCHOOL.

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SIR: The following report of work in the Armstrong Manual Training School for the year 1908-9 is herewith submitted.

### *Whole enrollment of pupils.*

First year.....	364
Second year.....	164
Third year.....	90
Fourth year.....	42
<hr/>	
Total.....	660

This enrollment for the eighth year of the school almost equals the enrollment of the M Street High School. This, when we compare the fact that the annual promotions from the grades for the year 1908-9 shows 355 pupils entering this school and 227 entering the Academic High School, is evidence that confidence is being established in our work as its scope is being made known and understood by the public, and that it is effectively meeting a public demand. The indicated enrollment for 1909-10 is 700. With only 352 seats for pupils and with laboratories and shops crowded, the urgent need of an immediately available appropriation for an addition is manifest.

### INSTRUCTION.

The plan of instruction for meeting the requirements of the course of study is logically in the hands of the heads of departments. Frequent conferences have been had with them concerning their outlined plans and, in the main, cooperation of teachers has been secured. I wish, however, to again direct attention to the need for a revision of the plan of work offered students in the special technical course (two years) and in the business course. The work in several subjects as at present prosecuted does not articulate with the purpose for which these courses were established.

### DISCIPLINE.

Through the school council, an organization composed entirely of students, higher ideals of self-government are realized each year.

The morning word in assembly hall and section room is "responsibility," and pupils lead and are led by example and by precept into an atmosphere of mutual helpfulness and of their own making. Individual cases during the year calling for conference with parents have arisen, though in most instances the breaches were the result of thoughtlessness rather than of design and were usually corrected by the council.

#### ATHLETICS.

The athletic activities of the school have been stimulated this year to a remarkable degree. Teams for football, baseball, basketball, and for track and field sports were organized, and engaged in a reasonable number of contests. The basketball team won the interscholastic championship and was selected to meet the Smart Set quint of Brooklyn, N. Y., where they played on April 23. The track team made its initial appearance at the annual track and field games of the Interscholastic Association and won a creditable number of first and second prizes. This stimulation is the direct result of the enthusiastic work of Mr. Edwin B. Henderson, athletic instructor for high schools. The need of a gymnasium for both boys and girls is keenly felt as all practice must be done in the street.

#### MILITARY DRILL.

The increased enrollment of boys in the school made the formation of a third company necessary. The attendance and enthusiasm of the cadets has excelled that of previous years and the "set up" of the boys has been materially improved. Special attention has been given to the training of officers and noncommissioned officers in the matter of controlling their respective sections and squads and of enforcing obedience by the power of example and personality rather than by reporting every slight breach to the principal.

The disappointment of the cadets at not being able to march in the inaugural parade owing to bad weather, was modified by a parade and review at the White Lot of April 26. The entire High School Cadet Regiment and battalion led by the Philippine Constabulary Band was reviewed by the President of the United States.

The Interschoolboy Rifle Shoot resulted in the winning for the second time of the interschool match, the interteam match, first and second prizes, and the high individual match. This records the second consecutive winning of the trophy cups offered in these competitions. A third consecutive winning will make the trophies the permanent property of this school.

Company E of this school, composed principally of cadets who entered this school in February, won the competitive drill. To Maj. Arthur Brooks, military instructor, should be accredited the excellent showing made by the cadets this year.

#### LECTURES.

During the year lectures and addresses have been given for the students on topics closely articulated with the aims of the school. Our inability to assemble as much as half of our school at one time without crowding and standing, indicates the need of an assembly hall in any addition made to this school. Some of the lectures for girls were by Mrs. Carrie Williams Clifford, Dr. Isabel Haislup Lamb, Dr. Abbie W. Mitchell, Mrs. Leila A. Pendleton, Mrs. Annie D. Evans, Mrs. Anna J. Murray, Mrs. William T. Vernon, and Miss Edith C. Westcott. Some of the talks to boys were made by Hon. William T. Vernon, Hon. John P. Green, Mr. Gilchrist Stewart, Mr. Emmett Scott, Hon. Harry Furniss, Rev. A. C. Garner, Mr. Emory Wilson, Mr. Allen Davis, Dr. Willard S. Small, Dr. George E. Myers, and Messrs. P. M. Hughes, and R. C. Bruce, assistant superintendents of schools.

#### MUSIC.

The organization of two glee clubs, boys and girls, respectively, has developed a more enthusiastic interest than has been manifest in previous years. Special attention has been given to choral practice, and some sight reading has been done. The glee clubs have made a feature of singing the religious plantation melodies of our people and have appeared in two recitals during the year, one of which was at the Western High School for the benefit of the school playgrounds. Mr. Ernest Amos and Miss Mary L. Europe have been untiring in their efforts to bring about the excellent results attained this year.

#### LUNCH STAND.

A well-appointed lunch stand has been maintained during the year by an outside caterer. The food and service as well as the price list have been under the supervision of the director of cooking. While it has been entirely satisfactory, I am persuaded to believe that our department of domestic science would do well to afford groups of girls an opportunity for this very practical work by taking charge of the lunch stand. A splendid business practice would also be afforded.



## TEACHERS.

The teachers, with one or two exceptions, have given thorough cooperation to every activity of the school. Their work in interpreting the plan of instruction as presented by their respective department heads has been uniformly good.

An interesting experiment of having first year teachers visit eighth-grade classes has been continued this year. The result has been a better understanding on the part of the elementary and high-school teacher which will enable the former better to prepare students for entrance into the high schools and the latter to continue the work with a more reasonable realization of what should be expected from first-year students.

Respecting the work of teachers whose spirit of cooperation or whose work is not satisfactory, I should say that the trouble in their cases arises from unfortunate temperament, from suspicion, from a desire to be allied with a group of restless persons on the outside of our system who continually seek to create confusion, and from lack of any natural aptitude for teaching. I can not too strongly urge that teachers whose heads are not level and whose temperaments are unfortunate, who seek opportunity to make confusion, who regard honest criticism as a personal attack, and who are unreasonably and unwarrantably suspicious be separated from service in this school.

## GRADUATES.

Thirty-four pupils received the diploma of this school for the four-year manual training course and two from the four-year business course. In addition, certificates were awarded to 30 students for two years' successful work.

The girls graduating from manual training courses made their graduating dresses, the cost of the same ranging from \$3.25 to \$6.45.

The address to the graduates was made by Hon. Charles W. Anderson, collector of internal revenue of New York City, and the diplomas were presented by the President of the United States. The following scholarships, the first ever awarded, were announced: One in the Vienna Tailoring & Millinery Institute of New York City, three in the Teachers' College of Howard University, and one in the College of Arts and Sciences at Howard University.

## GENERAL.

The work of the year has been the best in the history of the school. The teachers have worked harder and yet with less wear than in the preceding two years. The pupils, too, caught the spirit, and discipline ceased to be, in any sense, a problem, even though we were

crowded. The special teachers have entered into the spirit of the school and have given enthusiastic support to every activity touched by their respective subjects. The frequent visits of the assistant superintendent, his candid criticisms and suggestions have contributed in large measure to the success of the year.

I desire to thank you for wholesome advice, for criticism, and generous valuable suggestion.

Very respectfully,

W. B. EVANS, *Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools*

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Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
43	High schools: Central.....	O between 6th and 7th Sts. NW.	Brick...	<i>Feet.</i> 197 by 55	Three stories and basement.
85	Eastern.....	7th and C Sts. SE.	do.....	86 by 164	do.....
117	Western.....	35th and T Sts. NW.	do.....	694 by 1744	do.....
144	Business.....	Rhode Island Ave. between 8th and 9th Sts. NW.	do.....	178 by 224	do.....
130	Manual Training School: McKinley, William..	Rhode Island Ave. and 7th St. NW.	do.....	176 by 232	do.....
63	First division: Addison, Henry.....	P between 32d and 33d Sts. NW.	do.....	54 by 98	Two stories and basement.
25	Conduit Road.....	Conduit Road.....	Frame..	25 by 45	One story.....
68	Corcoran, Thomas....	28th St. between M St. and Olive Ave. NW.	Brick...	68 by 82	Two stories and basement.
26	Curtis, William W....	O between 32d and 33d Sts. NW.	do.....	97 by 79	Three stories and basement.
92	Fillmore, Millard. ...	35th between R and S Sts. NW.	do.....	70 by 84	Two stories and basement.
1	High Street <sup>1</sup> .....	Wisconsin Ave. NW.	Frame..	58 by 30	Two stories.....
147	Hyde, Anthony T....	O between 32d and 33d Sts. NW.	Brick...	80 by 80	Two stories and basement.
69	Jackson, Andrew.....	R between 30th and 31st Sts. NW.	do.....	70 by 84	do.....
110	Reservoir.....	Conduit Road.....	Frame..	40 by 62	Two stories.....
14	Threlkeld, John.....	30th St. and Prospect Ave. NW.	Brick...	75 by 29	do.....
114	Toner, John Meredith.	24th and F Sts. NW.	do.....	67 by 85	Two stories and basement.
65	Second division: Adams, John Quincy.	R St. between 17th St. and New Hampshire Ave. NW.	do.....	73 by 83	do.....
66	Berret, James G.....	14th and Q Sts. NW.	do.....	50 by 100	Three stories and basement.
113	Chevy Chase.....	Connecticut Ave. extended.	Frame..	165 by 72	Two stories.....
154	Cooke, Henry D.....	17th St. and Columbia Road.	Brick...	132 by 118	Three stories and basement.
52	Dennison, William....	S between 13th and 14th Sts. NW.	do.....	92 by 89	do.....
32	Force, Peter.....	Massachusetts Ave. between 17th and 18th Sts. NW.	do.....	90 by 73	do.....
41	Grant, Ulysses S.....	G between 21st and 22d Sts. NW.	do.....	92 by 88	do.....
95	Johnson, Andrew....	School and Grant Sts., Mount Pleasant.	do.....	80 by 80	do.....
21	Johnson annex.....	School St., Mount Pleasant.	Frame..	80 by 80	Two stories.....
125	Morgan, Thomas P....	V between Champlain and 18th Sts. NW.	Brick...	65 by 96	Two stories and basement.
102	Tenley.....	Tenley, D. C.....	do.....	75 by 115	do.....
54	Weightman, Roger C.	23d and M Sts. NW.	do.....	76 by 83	do.....
104	Brightwood.....	Brightwood, D. C.....	do.....	70 by 100	do.....
151	Brightwood Park....	9th and Ingraham Sts.	Brick, frame, and stucco.	81 by 81	One story and basement.
84	Harrison, William Henry.	13th between V and W Sts. NW.	Brick...	75 by 101	Two stories and basement.
119	Hubbard, Gardiner G.	Kenyon between 11th and 13th Sts. NW.	do.....	80 by 80	do.....
72	Monroe, James.....	Columbia Road between Georgia and Sherman Aves. NW.	do.....	70 by 84	do.....
131	Petworth.....	Philadelphia St. near Georgia Ave. NW.	do.....	48 by 85	do.....
57	Phelps, Seth L.....	Vermont Ave. between T and U Sts. NW.	do.....	70 by 40	do.....
146	Ross, John W.....	Harvard between 11th and 13th Sts. NW.	do.....	81½ by 84½	do.....

<sup>1</sup> Part of Wallach site.<sup>2</sup> Includes increased cost of second extension to June 30, 1909.<sup>3</sup> Includes the purchase of first addition to original site.

*cost of school buildings owned.*

How heated.	When erected	No. of rooms.	Size of site	Value of site.	Cost of building.	Total cost.
Steam.....	1883	.....	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
do.....	1891	.....	(1)	(1)	77,000.00	77,000.00
do.....	1898	.....	135,278	37,000.00	101,084.36	138,084.36
do.....	1905	.....	.....	72,500.00	* 221,006.75	293,506.75
do.....	1902	.....	.....	‡ 53,000.00	‡ 319,647.32	372,647.32
do.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Stoves.....	1873	.....	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1907	8	18,295	13,476.50	46,522.08	59,998.58
do.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Stoves.....	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
do.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
do.....	1898	4	40,000	6,000.00	9,837.48	15,837.48
do.....	1909	16	58,822	40,000.00	110,000.00	150,000.00
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
do.....	1882	12	21,633	16,826.00	40,428.00	57,254.00
Furnace.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	(6)	(6)	9,300.00	9,300.00
Furnace.....	1901	8	15,250	17,000.00	36,446.00	53,446.00
Steam.....	{ 1882 }	8	43,560	10,800.00	27,920.00	38,810.00
Furnace.....	{ 1896 }	8	13,712	13,712.00	29,324.00	43,036.00
Steam.....	{ 1888 }	8	18,234	5,470.00	20,885.00	26,355.00
Furnace.....	{ 1896 }	4	35,000	8,400.72	26,316.00	34,716.72
do.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
do.....	1889	8	54,000	18,537.92	23,988.00	42,525.92
do.....	{ 1902 }	8	18,135	5,500.00	‡ 50,841.83	56,341.83
do.....	{ 1908 }	8	11,468	19,466.00	24,521.00	43,987.00
do.....	1887	8	28,221	‡ 65,458.15	43,213.87	108,672.02
do.....	1906	8	28,221	.....	.....	.....

\* Includes increased cost of second extension of the building.

† Abandoned.

‡ Part of Johnson School site.

§ Includes cost of extension of the building.

*Name, location, description, and cost of*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
Third division Contd.			<i>Feet.</i>		
118	Takoma.....	Takoma Park.....	{Frame. {Stucco..}	160 by 187	{Two stories and {basement.
101	Woodburn.....	Riggs Road near Blair Road.	Brick...	42 by 68	do.....
13	Bates Road <sup>1</sup> .....	{Bates Road near Soldiers' Home. {Tunlaw Road near Loughborough Road.	do.....	31 by 61	One story.....
2	Tunlaw Road <sup>2</sup> .....	{Tunlaw Road near Loughborough Road. {Grant Road between Wisconsin and Connecticut Aves. extended.	do.....		do.....
35	Grant Road <sup>3</sup> .....		Frame.....		do.....
Fourth division:					
27	Abbot, George J.....	New York Ave. and L St. NW.	Brick...	102 by 42	Three stories and basement.
15	Franklin, Benjamin.....	13th and K Sts. NW.....	do.....	148 by 79	do.....
143	Gage, Nathaniel P.....	2d St. above U St. NW.....	do.....	80 by 150	Two stories and basement.
33	Henry, Joseph.....	O between 6th and 7th Sts. NW.	do.....	89 by 73	Three stories and basement.
44	Morse, Samuel F. B.....	R between New Jersey Ave. and 5th St. NW.	do.....	81 by 69	Two stories and basement.
86	Polk, James K.....	7th and P Sts. NW.....	do.....	70 by 84	do.....
22	Seaton, William W.....	I between 2d and 3d Sts. NW.	do.....	94 by 69	Three stories and basement.
29	Thomson, Strong John.....	12th between K and L Sts. NW.	do.....	91 by 28	do.....
45	Twining, W. J.....	3d between N and O Sts. NW.	do.....	81 by 69	Two stories and basement.
51	Webster, Daniel.....	10th and H Sts. NW.....	do.....	107 by 84	Three stories and basement.
Fifth division:					
70	Arthur, Chester A.....	Arthur Place between B and C Sts. NW.	do.....	67 by 84	Two stories and basement.
61	Blake, James H.....	North Capitol between K and L Sts. NW.	do.....	70 by 84	do.....
103	Brookland.....	{10th and Monroe Sts., {Brookland, D. C.	do.....	70 by 100	do.....
58	Carbery, Thomas H.....	5th between D and E Sts. NE.	do.....	70 by 84	do.....
116	Eckington.....	1st St. and Quiney Place NE.	do.....	72 by 94	do.....
133	Emery, Matthew G.....	Lincoln Ave. and Prospect St. NE.	do.....		do.....
36	Gales, Joseph.....	1st and G Sts. NW.....	do.....	90 by 66	Three stories.....
108	Langdon.....	{Queen's Chapel Road, {Langdon, D. C.	do.....	80 by 80	Two stories.....
9	Queen's Chapel Road <sup>4</sup>	On Langdon site.....	Frame.....	25 by 31	One story.....
Sixth division:					
48	Benning.....	Benning, D. C.	Brick.....	96 by 80	Two stories.....
50	Blair, Francis P., sr.	I between 6th and 7th Sts. NE.	do.....	70 by 84	Two stories and basement.
145	Blow, Henry T.....	19th St. and Benning Road NE.	do.....	80½ by 83½	do.....
37	Hamilton, Alexander	Bladensburg Road, D.C.	do.....	50 by 70	Two stories.....
107	Hayes, Rutherford B.	5th and K Sts. NE.	do.....	70½ by 93½	Two stories and basement.
128	Kenilworth.....	Anacostia Ave., Kenilworth, D. C.	do.....	36 by 100	Two stories.....
142	Ludlow, William.....	6th and G Sts. NE.....	do.....	81 by 81	Two stories and basement.
71	Madison, James.....	10th and G Sts. NE.....	do.....	70 by 84	do.....
94	Pierce, Franklin.....	14th and G Sts. NE.....	do.....	70 by 84	do.....
88	Taylor, Zachary.....	7th between F and G Sts. NE.	do.....	70 by 84	do.....
121	Webb, William B.....	15th and Rosedale Sts. NE.	do.....		do.....
136	Wheatley, Samuel G.	12th and N Sts. NE.....	do.....	82 by 82	do.....
Seventh division:					
46	Brent, Robert.....	3d and D Sts. SE.....	do.....	81 by 69	do.....
120	Dent, Joshua.....	2d St. and South Carolina Ave. SE.	do.....	56 by 95	do.....
135	Edmonds, James B.....	9th and D Sts. NE.....	do.....	81 by 81	do.....

<sup>1</sup> Used as a storeroom.<sup>2</sup> Burned down in March, 1874.<sup>3</sup> Abandoned.

## school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	{ 1899 1903 1896 }	8	29,920	\$2,992.00	\$19,611.78	\$22,603.78
do.....	1896	4	53,930	2,695.50	10,210.00	12,905.50
Stoves.....	{ 1866 1868 1864 }		43,560	400.00	1,600.00	2,000.00
do.....	1864		43,560	150.00	500.00	650.00
do.....	{ 1864 1880 }		43,560	4,356.00	1,200.00	5,556.00
Furnace.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
Steam.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace.....	{ 1904 1908 1880 }	12	26,058	12,000.00	69,880.84	81,880.84
Steam.....	1880	12	(*)	(*)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1891	8	(*)	(*)	27,000.00	27,000.00
Steam.....	1871	12	23,250	30,375.00	35,000.00	65,375.00
Furnace.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
do.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891 1896 1903 1887 }	12	15,000	2,475.00	21,552.00	24,027.00
Furnace.....	1887	8	11,751	8,800.00	29,980.00	38,780.00
do.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam.....	{ 1902 1908 1881 1897 1908 1865 }	16	29,493	19,513.00	70,371.12	89,884.12
do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
do.....	1897	8	43,560	800.00	32,959.58	33,759.58
Stoves.....	1865		(*)	(*)	500.00	500.00
do.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
do.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
do.....	1904	8	21,887	13,769.37	42,539.83	56,309.20
do.....	1889	8	9,980	6,468.00	25,611.00	32,112.00
do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
do.....	1900	8	18,360	8,924.95	39,856.39	42,781.34
do.....	1903	8	31,500	7,500.00	47,497.00	54,997.00
do.....	1883	8	8,500	8,500.00	22,033.00	30,533.00
do.....	1900	8	12,920	12,195.00	31,596.05	40,731.05
do.....	1903	8	21,240	13,812.00	55,901.00	68,812.00

\* Part of Central High School site.

\* Razed to the ground.

\* Part of Langdon site.

*Name, location, description, and cost of*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Seventh division—Contd.			<i>Feet.</i>	
115	Hilton, Charles E.....	6th between B and C Sts. NE.	Brick...	57½ by 93½	Two stories and basement.
55	Maury, John W.....	B between 12th and 13th Sts. NE.	do.....	70 by 84	do.....
31	Peabody, George.....	C and 5th Sts. NE.....	do.....	90 by 90	Three stories and basement.
141	French, B. B., Manual Training School.	7th and G Sts. SE.....	do.....	49 by 68	Two stories.....
59	Towers, John T.....	8th and C Sts. SE.....	do.....	56 by 104	Two stories and basement.
4	Wallach, Richard....	D between 7th and 8th Sts. SE.	do.....	99 by 76	Three stories and basement.
	Eighth division:				
42	Amidon, Margaret....	F and 6th Sts. SW.....	do.....	81 by 69	Two stories and basement.
123	Bowen, Sayles J.....	3d and K Sts. SW.....	do.....		do.....
60	Bradley, William A....	Linworth place SW.....	do.....	70 by 84	do.....
105	Greenleaf, James.....	4½ between M and N Sts. SW.....	do.....	80 by 80	do.....
23	Jefferson, Thomas....	D and 6th Sts. SW.....	do.....	172 by 88	Three stories and basement.
17	Potomac.....	12th between Maryland Ave. and E St. SW.	do.....	72 by 32	Two stories.....
64	Smallwood, Samuel N.	I between 3d and 4½ Sts. SW.....	do.....	70 by 83	Two stories and basement.
150	Van Ness, John P.....	4th and M Sts. SE.....	do.....	69½ by 86½	do.....
	Ninth division:				
155	Bryan, Thomas B.....	B St. between 13th and 14th Sts. SE.	do.....	131 by 88	Three stories and basement.
96	Buchanan, James.....	E. between 13th and 14th Sts. SE.	do.....	81 by 81	Two stories and basement.
111	Congress Heights.....	Congress Heights, D. C.		70 by 83	do.....
137	Cranch, William.....	12th and G Sts. SE.....	do.....	79 by 36	do.....
73	Good Hope <sup>1</sup> .....	Good Hope, D. C.....	Frame.		One story.
149	Ketcham, J. H.....	Adams St., between Jackson and Harrison, Anacostia, D. C.	Brick...	106½ by 64½	Three stories and basement.
67	Lenox, Walter.....	5th St., between G St. and Virginia Ave. SE.	do.....	70 by 83	Two stories and basement.
122	Orr, Benjamin G.....	Prout St., Twining City.	do.....		do.....
138	Stanton, Edward L....	Good Hope Hill.....	do.....	80 by 80	One story and basement.
83	Tyler, John.....	11th, between G and I Sts. SE.	do.....	70 by 84	Two stories and basement.
87	Van Buren, Martin....	Jefferson St., Anacostia, D. C.	do.....	80 by 80	do.....
38	Van Buren Annex....	Washington St., Anacostia, D. C.	do.....	50 by 80	Three stores.....
	Colored:				
	High school—				
82	M Street.....	M St., between 1st St. and New Jersey Ave. NW.	do.....	80 by 147	Three stories and basement.
	Manual training school:				
129	Armstrong, Samuel H.	P, between 1st and 3d Sts. NW.	do.....	120 by 120	Two stories and basement.
	Tenth division:				
75	Briggs, Martha B.....	22d and E Sts. NW.....	do.....	67 by 83	do.....
6	Chain Bridge Road..	Chain Bridge Road, near Conduit Road.	Frame..	25 by 50	One story.
10	Chamberlain <sup>2</sup> .....	East St., Georgetown.	do.....		
62	Magruder, William B.	M, between 16th and 17th Sts. NW.	Brick...	56 by 104	Two stories.
140	Montgomery, Henry P.	27th, between I and K Sts. NW.	do.....	80 by 60	Two stories and basement.
81	Phillips, Wendell....	N, between 27th and 28th Sts. NW.	do.....	70 by 84	do.....
139	Reno, Jesse Lee.....	Fort Reno, D. C.....	do.....	80 by 80	One story and basement.
97	Stevens, Thaddens....	21st, between K and L Sts. NW.	do.....	80 by 180	Three stories and basement.
19	Sumner, Charles.....	17th and M Sts. NW.	do.....	94 by 69	do.....

<sup>1</sup> Includes cost of old building, \$1,200.<sup>2</sup> Part of wallach site.<sup>3</sup> Includes purchase of additional ground.<sup>4</sup> Increased by \$1,800 spent in 1903.

## school buildings owned—Continued.

How heated.	When erected.	No of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	1898	8	7,500	\$11,000.00	\$28,368.25	\$39,368.25
do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Furnace.....	{ 1840 1904 }	4	3,163	2,370.00	1 22,038.00	24,408.00
do.....	1887	8	(?)	(?)	24,999.00	24,999.00
Steam.....	1864	14	107,434	106,436.00	40,000.00	146,436.00
Furnace.....	1882	8	8,953	7,835.00	18,232.00	26,067.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,594.00	24,992.00	31,586.00
do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
do.....	1909	8	21,025	10,778.77	47,650.00	58,428.77
do.....	1909	12	39,020	14,110.00	89,887.39	103,997.39
do.....	1895	8	20,584	10,000.00	27,562.43	37,562.43
do.....	1898	8	107,593	20,389.31	23,000.00	43,389.31
Steam.....	{ 1872 1903 }	8	7,776	6,940.00	41,543.00	48,483.00
Stoves.....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace.....	1909	8	49,920	10,000.00	49,502.61	59,502.61
do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1900	4	18,750	2,411.24	22,294.68	24,705.92
do.....	1903	4	133,005	2,287.00	24,050.00	26,337.00
do.....	1890	8	11,588	8,691.00	25,972.00	34,663.00
do.....	1891	8	15,690	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,690	2,500.00	6,837.00	9,337.06
Steam.....	1890	-----	24,591	24,592.00	82,317.00	106,909.00
do.....	1902	-----	36,952	19,036.45	118,206.21	137,242.66
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
Furnace.....	1866	-----	5,800	2,000.00	25,973.00	2,000.00
do.....	1887	8	25,406	7 29,113.00	55,086.00	55,086.00
do.....	1903	8	18,192	7,500.00	46,881.00	54,381.00
do.....	1890	8	38,502	26,520.95	26,066.00	52,586.95
do.....	1903	4	47,321	3,000.00	23,849.00	26,849.00
Steam.....	{ 1868 1896 }	{ 20 10 }	{ 16,481 11,984 }	{ 16,481.00 25,156.00 }	{ 40,000.00 70,000.00 }	{ 56,481.00 95,156.00 }
do.....	1871	10	11,984	25,156.00	70,000.00	95,156.00

\* Used as a cooking school.

• Razed to the ground.

† Includes the cost of two lots adjoining Magruder School—lots 22 and 23, square 182.



*Name, location, description, and cost of*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
89	Tenth division—Contd. Wilson, Henry.....	17th, between Euclid St. and Kalorama Road.	Brick...	<i>Feet.</i> 70 by 84	Two stories and basement.
49	Wormley, James, sr..	Prospect Ave., between 23d and 34th Sts. NW.	...do....	70 by 84	...do....
172	Eleventh division: Bruce, Blanche K....	Kenyon St., between Georgia and Sherman Aves. NW.	...do....	71½ by 86	...do....
47	Bunker Hill Road....	Bunker Hill Road	...do....	25 by 50	One story.
30	Cook, John F., sr....	O, between 4th and 5th Sts. NW.	...do....	96 by 58	Three stories.
11	Fort Slocum.....	Blair Road.....	Frame..	25 by 45	One story.
34	Garnet, Henry H....	10th and U Sts. NW.	Brick...	90 by 73	Three stories and basement.
76	Garrison, William Lloyd.	12th, between R and S Sts. NW.	...do....	70 by 84	Two stories and basement.
132	Langston, John M....	P, between North Capitol and 1st Sts. NW.	...do....	70 by 105	...do....
8	Military Road.....	Military Road, near Brightwood.	Frame..	25 by 45	One story.
40	Mott (old building)...	Trumbull and 6th Sts. NW.	Frame and brick.	40 by 80	Two stories.
153	Mott, Lucretia.....	4th and Trumbull Sts. NW.	Brick...	88 by 188	Two stories and basement.
93	Patterson, James W..	Vermont Ave., near U St. NW.	Brick...	70 by 84	Two stories and basement.
80	Slater, John F.....	P, between North Capitol and 1st Sts. NW.	...do....	70 by 84	...do....
5	Military Road <sup>2</sup> .....	Military Road, near Broad Branch Road.	Frame..	26 by 34	One story.
7	Brightwood.....	Brightwood, near Rock Creek Ford Road.	...do....	21 by 34	...do....
12	Brentwood Road <sup>2</sup> ...	Brentwood Road, near Queen's Chapel Road.	...do....		...do....
39	Twelfth division: Banneker.....	3d, between K and L Sts. NW.	Brick...	81 by 69	Two stories and basement.
91	Burrville.....	Burrville, D. C.....	Frame..		Two stories.
152	Deanwood.....	Whittingham Place and Lane Place.	Brick, frame, and stucco.	80 by 80	One story and basement.
99	Douglass, Frederick..	1st and Pierce Sts. NW.	Brick...	81 by 81	Two stories and basement.
100	Ivy City.....	Ivy City, D. C.....	Frame..	30 by 50	One story.
77	Jones, Alfred.....	1st and L Sts. NW.	Brick...	67 by 83	Two stories and basement.
90	Logan, John A.....	3d and G Sts. NE.....	...do....	70 by 84	...do....
124	Lovejoy, Elijah P...	12th and D Sts. NE.....	...do....	75 by 87½	...do....
98	Payne, Daniel A.....	15th and C Sts. SE.....	...do....	80 by 81	...do....
134	Simmons, Abby S....	Pierce, between 1st St. and New Jersey Ave. NW.	...do....	80 by 80	...do....
24	Smothers' Annex. <sup>4</sup> ...	Benning Road.....	Frame..	25 by 50	One story.
56	Smothers.....	...do....	...do....	25 by 50	...do....
79	Thirteenth division: Ambush, Enoch.....	L, between 6th and 7th Sts. SW.	...do....	70 by 84	...do....
3	Anacostia Road <sup>2</sup> ....	Anacostia, D. C.....	Frame..	25 by 45	One story.
78	Bell, George.....	1st, between B and C Sts. SW.	Brick...	67 by 83	Two stories and basement.
74	Birney Annex.....	Rear Nichols Ave., Hillsdale, D. C.	Frame..	40 by 60	Two stories.
127	Birney, James G....	Nichols Ave., Hillsdale, D. C.	Brick...	80 by 80	Two stories and basement.
109	Bowen, Anthony.....	9th and E Sts. SW.....	...do....	70 by 92½	...do....
148	Cardozo, Francis L., sr.	I, between Half and 1st Sts. SW.	...do....	82 by 84	...do....

<sup>1</sup> Part of Garnet School site.<sup>2</sup> Abandoned.<sup>3</sup> Demolished.<sup>4</sup> One room used for cooking and carpentry and one room for grades.

## school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1891	8	<i>Sq. feet.</i> 15,000	\$9,000.00	\$26,000.00	\$35,000.00
do.....	1884	8	13,240	6,600.00	23,495.00	30,095.00
do.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,560	900.00	2,700.00	3,600.00
Furnace.....	1808	11	8,640	6,900.00	18,000.00	24,900.00
Stoves.....	1877		21,780	1,089.00	500.00	1,589.00
Steam.....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
do.....	1871	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1882		47,250	23,345.00	101,654.93	124,999.93
do.....	1893	8	( <sup>1</sup> )	( <sup>1</sup> )	26,118.00	26,118.00
do.....	1890	8	12,000	11,000.00	26,067.00	37,067.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
do.....	1865	1	21,780	150.00	600.00	750.00
do.....	1897		21,780	100.00	500.00	600.00
Furnace.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	1888	2	15,000	600.00	2,750.00	3,350.00
Furnace.....	1892		43,470	3,471.34	26,384.00	29,855.34
do.....	1896	8	9,600	10,560.00	26,296.00	36,856.00
Stoves.....	1896	2	7,200	3,600.00	2,604.38	6,204.38
Furnace.....	1889	8	14,866	11,100.00	25,396.00	36,496.00
do.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
do.....	1872	8	21,072	8,500.00	36,136.08	44,636.08
do.....	1901		8,480	4,240.00	22,695.00	26,935.00
do.....	1896	8	16,658	9,886.00	52,000.00	61,886.00
do.....	1903					
Stoves.....	1864	2	( <sup>6</sup> )		71,000.00	1,000.00
do.....	1874		21,780	900.00	3,135.00	4,035.00
Furnace.....	1889	8	11,000	11,750.00	23,885.00	35,635.00
Stoves.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1889	8	11,920	9,536.00	25,009.00	35,145.00
Stoves.....	1889	4	( <sup>6</sup> )	( <sup>6</sup> )	2,000.00	2,000.00
Furnace.....	1901	8	43,560	2,500.00	37,911.05	40,411.05
do.....	1867	8	10,555	10,600.00	27,129.63	37,729.63
do.....	1897		43,375	13,500.00	30,328.67	59,828.67
do.....	1907	8				

<sup>1</sup> Increased by cost of additional ground included.

<sup>6</sup> Part of original site.

<sup>7</sup> Estimated.

<sup>8</sup> Part of original Birney site.

*Name, location, description, and cost of*

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Thirteenth division—Con.			<i>Feet.</i>	
106	Garfield, James A....	Garfield, D. C.....	Frame..	131 by 88	Two stories.....
63	Giddings, Joshua R..	G, between 3d and 4th Sts. SE.	Brick...	70 by 84	Two stories and basement.
20	Hillsdale <sup>2</sup> .....	Nichols Ave., Hillsdale, D. C.	Frame..	62 by 34	Two stories.....
18	Lincoln, Abraham...	2d and C Sts. SE.....	Brick...	75 by 68	Three stories and basement.
16	McCormick, Hugh <sup>4</sup> ..	3d between M and N Sts. SE.	...do....	55 by 55	Two stories and basement.
28	Randall, Ellza G.....	1st and I Sts. SW.....	...do....	90 by 72	Three stories.....
126	Syphax, William.....	Half, between N and O Sts. SW.	...do....	81 by 85	Two stories and basement.
	Total.....				

<sup>1</sup> Increased by cost of additional ground included.<sup>2</sup> Used for manual training and cooking schools.

NOTE.—This table does not include portable buildings.

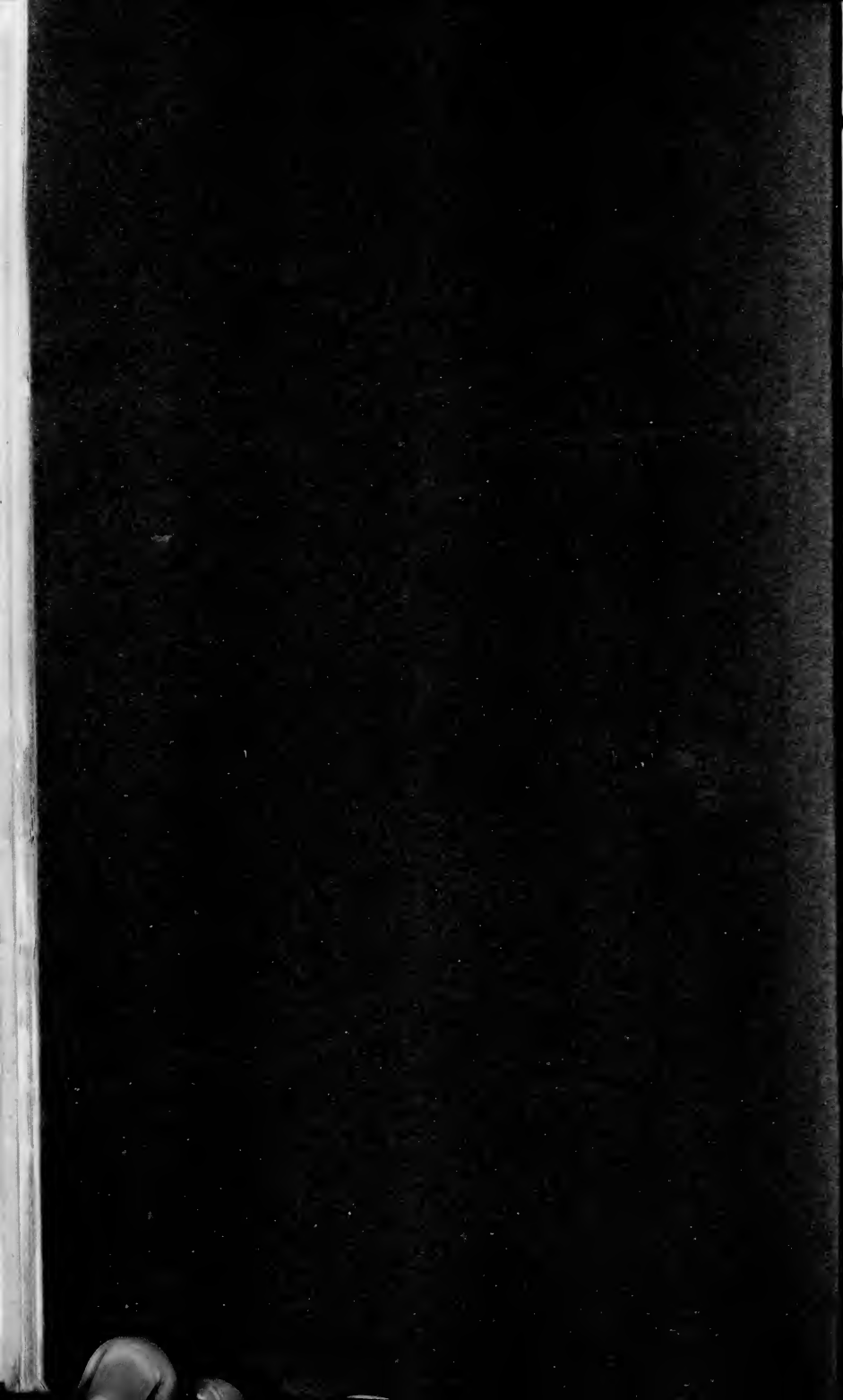
*school buildings owned*—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Stoves.....	{ 1887	6	43,560	\$900.00	\$5,247.00	\$6,147.00
Furnace.....	1896		20,526	19,132.00	24,952.00	34,084.00
	1887					
Stoves.....	1871	<sup>a</sup> 4	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
.....do.....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,030	5,754.00	39,237.00	44,991.00
				1,961,295.17	5,196,214.21	7,157,509.38

<sup>a</sup> Reduced by abandoning two rooms.

Used for manual training, cutting, and fitting.







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